

# Student Achievement Committee Meeting

Wednesday, June 21, 2023 6:30 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

## I. Call to Order

## II. Decision: Approval of Minutes from May 17, 2023

## III.

1. Public Comment (Click here for complete listing of Public Comment rules)
  1. Send your comments to:  
KatlyneLaprise@bristolk12.org
  2. Be sure to put PUBLIC COMMENT in the subject line.
  3. Include your name and address.
  4. Direct your comments to the Board Chair.
  5. Your comments will be read at the meeting by the Board Chair.
  6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
  7. Any comments not adhering to the guidelines will not be read at the meeting.

## IV. First Reading: Curriculum revision, PreK mathematics, presented by Jillian Romann

## V. First Reading: Curriculum revision, 6th Grade Exploratory, Drumming (BAIMS), presented by Ken Bagley

## VI. First Reading: Curriculum revision, 7th Grade Exploratory, Piano (BAIMS), presented by Ken Bagley

## VII. Information: Curriculum Preview, Acting for Camera and Voice (BAIMS), presented by Ken Bagley

## VIII. Information: Curriculum Preview, Playwriting (BAIMS), presented by Ken Bagley

## IX. First Reading: Curriculum revision, Physical Education, grades 6-8, presented by Sara Hale

## X. Adjournment



Student Achievement Committee  
May 17, 2023  
MINUTES - DRAFT

Present: Russell Anderson, Catherine Carbone, Michael Dietter, Jennifer Dube, Jill Fitzsimons-Bula, Carly Fortin, Kristen Giantonio, Sara Hale, Amy Martino, Lea McCabe, Maria Pirro-Simmons, Jaime Rechenberg, Azra Redzic, Jillian Romann, Todd Sturgeon, Dante Tagariello, Melanie Vetrano, Leszek Ward

Call to Order

Commissioner Sturgeon called the meeting to order at 6:35 p.m.

Decision: Approval of Minutes from April 19, 2023 meeting:

*On a motion made by Commissioner Jill Fitzsimons-Bula and seconded by Commissioner Todd Sturgeon, it was unanimously;*

**VOTED: to approve the minutes of April 19, 2023.**

Information: School Calendar- Religious Observances

Mrs. Carly Fortin, Chief Academic Officer, reviewed the information about the number of students and Bristol faculty absent in the last few years on Eid al Fitr, Rosh Hashanah, Yom Kippur, and Three Kings' Day as compared to a typical date in the school year. According to the data, Eid AL Fitr and Three Kings' Day have more absences than an average school day, however, Rosh Hashanah and Yom Kuppur did not have a significant difference. There was also an increase in staff absences throughout the district on these holidays.

*Questions and discussion followed.*

Information: BAIMS Lottery

Mrs. Fortin reviewed information on the lottery process for BAIMS, answering several questions that were brought to our attention since the last SAC meeting. Mrs. Fortin presented information on the number of students/families that refused the lottery pull, whether they declined or were exited from the lottery (families that did not respond after multiple attempts).

Mrs. Fortin also presented that there have not been significant demographic changes from the beginning of the school year to now since we have a 97% and a 98% retention rate for students. In each round of lottery pulls, the currently enrolled and accepted demographics are analyzed and compared to the October 1st percentages of that feeder school. Students are randomized each round to make a selection (only student ID and demographic info are known). Students chosen need to meet both the number of student seats available and the demographic feeder percentage goals. The Educational Specifications state that the school should represent the demographic characteristics of the entire district. Specific course needs were also considered when filling seats.

*Questions and discussion followed.*

Information: Summer School

Mrs. Carly Fortin presented information on our summer school programs that will be running this summer.

Students in Kindergarten through Grade 5 will have the opportunity to strengthen their literacy and mathematics skills by focusing on pre-teaching concepts that will help students prepare for the grade they are entering. Families who responded to an interest survey were entered into a lottery and students were chosen at random to attend. Elementary summer school will take place at West

Bristol School.

Students in grades 6 through 8th are recommended by their teachers for summer school and will participate in literacy and/or math instruction to strengthen their skills. Students who are not yet ready for Algebra in grade 8 will be able to take AVID Algebra. This summer, middle school students will also be able to choose an encore class as well. This will take place at Bristol Eastern High School.

To provide K-8 students and families with greater choice and more extensive programs, Bristol Public Schools will be granting multiple scholarship opportunities for students to attend summer programming in and around Bristol. Scholarships will be determined based on camp enrollment and total cost of attendance.

High school students who have no earned credit in a required course will have the opportunity to recover credit this summer. Most courses will be hybrid, meeting at Bristol Eastern High School 2 days a week with virtual assignments as well. This summer, Bristol will be partnering with Tunxis Community College so students can enroll in and earn a certification as a CNA.

All Bristol Public Schools' students with IEPs who meet the criteria will be eligible to attend extended school year instruction and related services at our ESY program this summer. Grades Pre-K through 8 will attend ESY at West Bristol School while grades 9 through 12 will attend ESY at Bristol Central High School.

Information: Preview of the Introduction to Business course

Dr. Jaime Rechenberg, Secondary STEM Supervisor, presented the new Introduction to Business course. This is a basic business course designed to familiarize students with a variety of topics in the field of business. Students will gather a basic understanding of general business, economics, management, marketing, business law, accounting and finance. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses, This course is best for grades 9 and 10 and would be .5 credits.

There being no further discussion, Commissioner Sturgeon adjourned the meeting at 7:33pm.

Respectfully submitted,

*Katlyne Laprise*  
Katlyne Laprise



## PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

### **PUBLIC COMMENT**

#### **Before a Remote Meeting**

1. Send your comments to: [KatlyneLaprise@bristol12.org](mailto:KatlyneLaprise@bristol12.org)
2. Be sure to put PUBLIC COMMENT in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

#### **During a Remote Meeting**

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.



Course Title:	Content Area:	Grade Level:	Credit (if applicable)
PreK Mathematics	Mathematics	PreK	N/A

**Course Description:**

*Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.* The Bristol mathematics curricula embeds this *learn-by-doing* philosophy by focusing on high expectations for all students and providing students with opportunities that build conceptual understanding, computational and procedural fluency, and problem solving through the use of a variety of strategies, tools, and technologies. The mathematics curriculum is responsive to the individual needs of students, while providing a structure tied to the Connecticut Early Learning and Development Standards (CT ELDS).

The *learn-by-doing* philosophy develops mathematically literate and productive students who can effectively and efficiently apply mathematics in their lives to make informed decisions about the world around them by doing math. To be mathematically literate, one must understand major mathematics concepts, possess computational facility, and have the ability to apply these understandings to situations in daily life. Making connections between mathematics and other disciplines is key to the appropriate application of mathematics skills and concepts to solve problems. The ability to read, discuss, and write within the discipline of mathematics is an integral skill that supports mathematical understanding, reasoning and communication. The opportunity to think critically and creatively to solve problems is important to deepen mathematical knowledge and foster innovation. A rich hands-on mathematical experience is essential to provide the foundational knowledge and skills that prepare students to be mathematically literate, productive citizens.

**Aligned Core Resources:**

Bridges in Mathematics ([Scope and Sequences](#))

**Connection to the [BPS Vision of the Graduate](#)**

- COMMUNICATION**
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
  - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- CONTENT MASTERY**
- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum
- GOAL DIRECTED**
- Set goals with tangible and intangible success criteria
  - Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- CRITICAL THINKING AND PROBLEM SOLVING**
- Transfer knowledge to other situations
  -

<b>Additional Course Information:</b>	<b><a href="#">Link to Completed Equity Audit</a></b>
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**Knowledge/Skill Dependent courses/prerequisites**

N/A

[2023 PreK Math- Equity Curriculum Review](#)

**Standard Matrix**

District Learning Expectations and Standards	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Strand A: Early learning experiences will support children to understand counting and cardinality.									
Number Names (Major)									
M.60.1 Say or sign the number sequence up to at least 20	6	10	10	10	10	10+	10+	20	20+
Cardinality (Major)									
M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	5	5	6	7	10	10	10	10	10+
M.60.3 Count out a set of objects up to five	5	5	6	6	Within 10	10	10	10	10
Written Numerals (Major)									
M.60.4 Recognize written numerals up to at least 10	N/A	N/A	4	5	6	8	10	10	10
Recognition of Quantity (Major)									

M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	5	6	6	6	6	6	6	6	6
Comparison (Additional)									
M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	5	5	6	6	Within 10	10	10	10	10
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).									
Number Operations (Supporting)									
M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)	5	6	N/A	6	5	6	6	10	10
M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects) (Additional)	N/A	N/A	N/A	N/A	5	5	3, 4, 5, 6	3, 4, 5, 6	3, 4, 5, 6
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).									
Measurement (Additional)									
M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter,	Size, weight	Length, weight	Size	length	length	Size, length, weight	N/A	length	duration

same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)									
M.60.10 Begin to <b>use strategies</b> to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools	Size, weight	Length, weight	Size	length	length	Size, length, weight	N/A	length	duration
Data (Supporting)									
M. 60.11 Represent data using a concrete object or picture graph according to one attribute	Graphing Our Apples	Which Book	Feely Shapes Graph	Summer or Winter?	Sorting object on minigraph mats	Teddy Bear Graph	N/A	N/A	Tub Toy Graph
Sorting and Classifying									
M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	color	Color, shape, size, texture, type	Color, shape, size, sides, corners	use	Attributes with two categories	Same set in different ways	Same set in different ways	color	Same set in different ways
Stand D: Early Learning Experiences will support children to understand shapes and spatial relationships (geometry and spatial sense)									
Spatial Relationships									
M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	N/A	N/A	Beside, behind, under, on top of, etc.	Beside, behind, under, on top of, etc.	Beside, behind, under, on top of, etc.	Beside, behind, under, on top of, etc.	N/A	N/A	N/A
Identifying Shapes									

M.60.14 Identify and describe a variety of 2-dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	Recognize: Circle	Recognize: Square, Circle, Triangle, Rectangle	Recognize: Hexagon, Rhombus, Trapezoid  Name: Square, Circle, Triangle, Rectangle	Recognize: Square, Circle, Triangle, Rectangle, Hexagon, Rhombus, Trapezoid  Name: Square, Circle, Triangle, Rectangle, Hexagon, Rhombus, Trapezoid
Composing Shapes				
M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	N/A	Pictures	Pictures, Larger Shapes	
<b>Unit Links</b>				
<i>If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit</i>				

<b>Unit Title:</b>
September
<b>Relevant Standards: Bold indicates priority</b>
<p><b>Strand A</b></p> <p>Number Names</p> <ul style="list-style-type: none"> <li>● <b>M.60.1 Say or sign the number sequence up to at least 20</b></li> </ul> <p>Cardinality</p>

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

**Strand B**

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)

**Strand C**

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

**Strand D**

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>● What skills and knowledge are needed to understand counting and cardinality?</li> <li>● What skills and knowledge are needed to understand the attributes and relative properties of objects?</li> </ul>	Count to 5+ Sort objects by color Number sequence to 10 Count within 10

<ul style="list-style-type: none"> <li>What skills and knowledge are needed to understand shapes and spatial relationships?</li> </ul>	Subitize to 5 Match sets and numerals to 5 Compare objects by size Compare sets by counting and matching																									
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>																									
<ul style="list-style-type: none"> <li>Developmental Indicators for the Assessment of Learning 4th Edition</li> <li>Work Samples (Optional)</li> </ul>	September- 4 Modules, 5 sessions per module																									
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>																									
<a href="#">September Unit</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																									
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>																									
<table border="1"> <tr> <td data-bbox="109 773 285 1062"> <b>Colors:</b> Red, green         </td> <td data-bbox="285 773 459 1062"> <b>Shapes:</b> square, star, triangle, cube, trapezoid, hexagon, rhombus         </td> <td data-bbox="459 773 632 1062">           round         </td> <td data-bbox="632 773 804 1062">           Number words 1-10         </td> <td data-bbox="804 773 978 1062">           half         </td> </tr> <tr> <td data-bbox="109 1062 285 1122">           month         </td> <td data-bbox="285 1062 459 1122">           day         </td> <td data-bbox="459 1062 632 1122">           pattern         </td> <td data-bbox="632 1062 804 1122">           today         </td> <td data-bbox="804 1062 978 1122">           September         </td> </tr> <tr> <td data-bbox="109 1122 285 1182">           sides         </td> <td data-bbox="285 1122 459 1182">           corners         </td> <td data-bbox="459 1122 632 1182">           birthday         </td> <td data-bbox="632 1122 804 1182">           count         </td> <td data-bbox="804 1122 978 1182">           sort         </td> </tr> <tr> <td data-bbox="109 1182 285 1242">           color         </td> <td data-bbox="285 1182 459 1242">           graph         </td> <td data-bbox="459 1182 632 1242">           column         </td> <td data-bbox="632 1182 804 1242">           more/less         </td> <td data-bbox="804 1182 978 1242">           count         </td> </tr> <tr> <td data-bbox="109 1242 285 1339">           long/short         </td> <td data-bbox="285 1242 459 1339">           up/down         </td> <td data-bbox="459 1242 632 1339">           big/little         </td> <td data-bbox="632 1242 804 1339">           larger/smaller         </td> <td data-bbox="804 1242 978 1339">           heavy/light         </td> </tr> </table>	<b>Colors:</b> Red, green	<b>Shapes:</b> square, star, triangle, cube, trapezoid, hexagon, rhombus	round	Number words 1-10	half	month	day	pattern	today	September	sides	corners	birthday	count	sort	color	graph	column	more/less	count	long/short	up/down	big/little	larger/smaller	heavy/light	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers
<b>Colors:</b> Red, green	<b>Shapes:</b> square, star, triangle, cube, trapezoid, hexagon, rhombus	round	Number words 1-10	half																						
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color	graph	column	more/less	count																						
long/short	up/down	big/little	larger/smaller	heavy/light																						
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>																									
<ul style="list-style-type: none"> <li>Connections can be made to science through</li> </ul>	<ul style="list-style-type: none"> <li>Some students may not understand that counting is a strategy to</li> </ul>																									

<ul style="list-style-type: none"> <li>○ Apples</li> <li>○ Life cycle</li> <li>● Connections can be made to literacy and language through <ul style="list-style-type: none"> <li>○ Read alouds</li> <li>○ Theme related vocabulary</li> </ul> </li> <li>● Connections can be made to creative art through <ul style="list-style-type: none"> <li>○ Apple art activities</li> </ul> </li> <li>● Connections can be made to social studies through <ul style="list-style-type: none"> <li>○ Calendar activities</li> </ul> </li> </ul>	<p>determine 'how many' and that the last number counted says how many.</p> <ul style="list-style-type: none"> <li>● Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</li> <li>● Some students may not organize the set of objects to avoid counting objects already counted.</li> <li>● Some students may have a mismatch between the oral words and the objects counted.</li> <li>● Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
N/A	Students will build upon these skills each month.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
Comprehension 3.1	<ul style="list-style-type: none"> <li>● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> <li>● Pre-teach critical prerequisite concepts through demonstration or models</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<p><b>K.1-</b> Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>K.2-</b> participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> <li>● I can identify key words within the number corner routine.</li> <li>● I can share my thinking by using yes/no and respond to wh- prompts.</li> </ul>
<b>Learning Target Success Criteria/ Assessment</b>	<b>Resources</b>

I can share my mathematical thinking in the classroom. (Modules 1-4)

- I can share my thinking with the class
- I can turn and talk with a partner
- I can use a sentence to tell my partner what I am thinking
- I can explain how I solved

I can count to tell how many (Modules 1-4)

- I can move the objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can name and represent numbers to 5. (Module 1)

- I can connect a number symbol to its name
- I can show the number of objects that matches the number symbol

I can name, describe, and sort objects into categories. (Modules 1 & 2)

- I can sort by color
- I can sort by size
- I can sort by type

I can use 1:1 matching to solve problems. (Modules 1, 3-4)

- I can move the objects into a line
- I can point to each object
- I can count slowly

I can compare two sets of up to 5 objects.

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

I can describe and compare objects.

- I can show or explain if an object is lighter, heavier or the same weight
- I can show or explain how objects are smaller, larger or the same size

I can subitize up to 5. (Modules 2-4)

- I can quickly recognize how many

### **Bridges**

- Teacher's Manual Vol. 1
- Suggested Manipulatives
- Suggested Blackline Masters

### **Illustrative Mathematics Center Games**

- *What's Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

I can put shapes together to form new shapes. (Module 4)

- I can put two or more shapes together
- I can name the new shape

**Unit Title:**

October

**Relevant Standards: Bold indicates priority**

**Strand A**

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

**Strand B**

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)

**Strand C**

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

**Strand D**

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

**M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):					Enduring Understanding(s):									
<ul style="list-style-type: none"> <li>● What skills and knowledge are needed to understand counting and cardinality?</li> <li>● What skills and knowledge are needed to understand the attributes and relative properties of objects?</li> <li>● What skills and knowledge are needed to understand shapes and spatial relationships?</li> </ul>					Count to 5 and within 10 Read numerals to 5 Compare objects by length Sort objects by type and different attributes Identify shapes Match sets and numerals to 6 Compare sets by matching Subitize to 6									
Demonstration of Learning:					Pacing for Unit									
<ul style="list-style-type: none"> <li>● PreK Math Individual Growth Interviews</li> <li>● Work Samples (Optional)</li> </ul>					October - 4 Modules, 5 sessions per module									
Family Overview (link below)					Integration of Technology:									
<a href="#">October Unit</a>					<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>									
Unit-specific Vocabulary:					Aligned Unit Materials, Resources, and Technology (beyond core resources):									
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<b>Colors:</b> Brown	<b>Shapes:</b> hexagon	big/little	calendar/ day/month	count										

Green Orange Red Yellow Orange blue	rhombus square trapezoid triangle			
small/medium/big	fewest	graph	heavy/light heavier/lighter	How many
line	match	pair	More than one	most
Next	Number words 0-10	October	One more	Ordinal numbers 1st-6th
pattern	round	today	week	yesterday
length/weight	long/longer than	same	short/shorter than	Balance scale


Illustrative Mathematics Center Game - Subtraction Towers

**Opportunities for Interdisciplinary Connections:**

- Connections can be made to science through
  - Pumpkins
  - Leaves
  - Life cycle
- Connections can be made to literacy and language through
  - Read alouds
  - Theme related vocabulary
- Connections can be made to creative art through
  - Pumpkin art activities
  - Leaf themed art activities
- Connections can be made to social studies through
  - Calendar activities

**● Anticipated misconceptions:**

- Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.
- Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).
- Some students may not organize the set of objects to avoid counting objects already counted.
- Some students may have a mismatch between the oral words and the objects counted.
- Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.
- One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.

	 <ul style="list-style-type: none"> <li>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Students will build upon the counting, subitizing, sorting and comparing skills from the September unit.	Students will build the foundation for the numeracy and patterning skills needed for the November unit.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
Expression and Communication 5.3	<ul style="list-style-type: none"> <li>Provide scaffolds that can be gradually released with increasing independence and skills</li> <li>Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<b>K.2-</b> Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> <li>I can answer yes or no questions in relation to contexts for counting.</li> </ul>
<b>Learning Target Success Criteria/ Assessment</b>	<b>Resources</b>
<p>I can name and represent numbers to 5. (Module 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can connect a number symbol to its name</li> <li><input type="checkbox"/> I can show the number of objects that matches the number symbol</li> </ul> <p>I can share my mathematical thinking in the classroom. (Modules 1-4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can share my thinking with the class</li> <li><input type="checkbox"/> I can turn and talk with a partner</li> <li><input type="checkbox"/> I can use a sentence to tell my partner what I am thinking</li> <li><input type="checkbox"/> I can explain how I solved</li> </ul> <p>I can count to tell how many. (Modules 1-4)</p>	<p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>Teacher’s Manual Vol. 1</li> <li>Suggested Manipulatives</li> <li>Suggested Blackline Masters</li> </ul> <p><b>Illustrative Mathematics Center Games</b></p> <ul style="list-style-type: none"> <li><i>What’s Behind My Back</i></li> <li><i>Shake and Spill</i></li> <li><i>Grab and Count</i></li> <li><i>Tower Build</i></li> <li><i>Subtraction Towers</i></li> </ul>

- I can move the objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can name and describe objects. (Module 1)

- I can show or explain an attribute of an object

I can name, describe, and sort objects into categories. (Modules 1-2)

- I can sort by color
- I can sort by size
- I can sort by type

I can describe and compare three-dimensional shapes. (Module 1-2)

- I can show or explain if an object is round
- I can show or explain if an object is hard

I can use 1:1 matching to solve problems. (Modules 1, 3-4)

- I can move the objects into a line
- I can point to each object
- I can count slowly

I can compare and describe sets of objects. (Modules 2-4)

- I can show or explain if a set is less
- I can show or explain if a set is more
- I can show or explain if a set is equal

I can subitize up to 5. (Modules 2-4)

- I can quickly recognize how many are in a set

I can describe and compare objects. (Module 2)

- I can show or explain if an object is lighter, heavier or the same weight.
- I can show or explain how objects are shorter, longer or the same length

I can compare two sets of up to 5 objects. (Module 3)

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

## Unit Title:

November

## Relevant Standards: **Bold indicates priority**

### Strand A

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

### Strand C

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

### Strand D

Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

**M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):					Enduring Understanding(s):				
<ul style="list-style-type: none"> <li>• What skills and knowledge are needed to understand counting and cardinality?</li> <li>• What skills and knowledge are needed to understand the attributes and relative properties of objects?</li> <li>• What skills and knowledge are needed to understand shapes and spatial relationships?</li> </ul>					Count to 6 Compare objects by size Sort shapes by type Identify and describe shapes Understand positional words Subitize to 6 Read numerals to 6 Match sets and numerals to 5 Identify, name, describe, and draw shapes Sort objects by multiple attributes Write numerals to 4				
Demonstration of Learning:					Pacing for Unit				
<ul style="list-style-type: none"> <li>• <a href="#">November Observation Checklist</a> (Optional)</li> </ul>					November - 4 Modules, 5 sessions per module				
Family Overview (link below)					Integration of Technology:				
<a href="#">November Unit</a>					<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>				
Unit-specific Vocabulary:					Aligned Unit Materials, Resources, and Technology (beyond core resources):				
<b>Shapes</b> Circle Hexagon Pentagon	big/little	calendar	behind	Color words	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers				

Rectangle Square Triangle Rhombus trapezoid				
corners	count	day	How many	large
length	line	match	month	more
More than one	next	November	Number words -6	pattern
repeat	shape	sides	small	straight
today	week	yesterday	curved	medium-sized
Number words 1-6	Position words (In, on, next to, inside, outside, and so on)	graph	Ordinal numbers 1st, 2nd	

<p><b>Opportunities for Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Connections can be made to literacy and language through <ul style="list-style-type: none"> <li>○ Read alouds</li> <li>○ Theme related vocabulary</li> </ul> </li> <li>● Connections can be made to creative art through <ul style="list-style-type: none"> <li>○ Shape related art activities</li> </ul> </li> <li>● Connections can be made to social studies through <ul style="list-style-type: none"> <li>○ Calendar activities</li> <li>○ Shape Hunt throughout the school community</li> </ul> </li> </ul>	<p><b>Anticipated misconceptions:</b></p>
	<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p>

One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.



Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.

<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Students will build upon the numeracy and patterning skills from the October unit.	Students will build the foundation for the data and geometry skills needed for the December unit.

**Differentiation through [Universal Design for Learning](#)**

<b>UDL Indicator</b>	<b>Teacher Actions:</b>
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Recruiting Interest 7.1	<ul style="list-style-type: none"> <li>● Provide learners with as much discretion and autonomy as possible by providing choices in such things as:             <ul style="list-style-type: none"> <li>○ The type of rewards or recognition available</li> <li>○ The tools used for information gathering or production</li> <li>○ The sequence or timing for completion of subcomponents of tasks</li> </ul> </li> <li>● Allow learners to participate in the design of classroom activities and academic tasks</li> <li>● Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>
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**Supporting Multilingual/English Learners**

<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<b>K.8-</b> Determine the meaning of words and phrases in oral presentations and literary and informational text.	I can identify a square, circle, triangle and rectangle.

<b>Learning Target Success Criteria/ Assessment</b>	<b>Resources</b>
I can describe and compare objects. (Module 1-4) <input type="checkbox"/> I can show or explain how objects are the same	<b>Bridges</b> <ul style="list-style-type: none"> <li>● Teacher’s Manual Vol. 1</li> </ul>

- I can show or explain how objects are different
- I can show or explain how objects are smaller, larger or the same size

I can name, describe and compare shapes. (Module 1-4)

- I can identify a hexagon, rhombus and trapezoid
- I can identify and name a square, circle, triangle and rectangle

I can use positional language to describe objects in my world. (Module 1, 2 & 3)

- I can show or explain if an object is beside
- I can show or explain if an object is behind
- I can show or explain if an object is under
- I can show or explain if an object is on top of

I can count to tell how many. (Module 1, 2 & 4)

- I can move objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can compare two sets of up to 6 objects. (Module 1, 3 & 4)

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

I can draw shapes. (Module 1, 2 & 4)

- I can draw a circle
- I can draw a triangle
- I can draw a square

I can sort objects by attributes. (Module 1 & 3)

- I can sort by color
- I can sort by shape
- I can sort by size
- I can sort by sides
- I can sort by corners

I can write numerals to 4. (Module 2 & 4)

- Suggested Manipulatives
- Suggested Blackline Masters

### **Illustrative Mathematics Center Games**

- *What's Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

- I can grip my pencil
- I can form the numbers 1-4

I can subitize up to 6. (Module 3)

- I can quickly recognize how many

### Unit Title:

December

### Relevant Standards: Bold indicates priority

#### **Strand A**

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

#### **Strand B**

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

**Strand C**

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

**Strand D**

Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

**M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"><li>● What skills and knowledge are needed to understand counting and cardinality?</li><li>● What skills and knowledge are needed to understand and describe relationships to solve problems?</li><li>● What skills and knowledge are needed to understand the attributes and relative properties of objects?</li><li>● What skills and knowledge are needed to understand shapes and spatial relationships?</li></ul>	Count to 7 Count within 10 Add within 4 pictures Subtract 1 or 2 from quantities within 10 using objects Identify and describe shapes Subitize to 6 Read numerals to 7 Read and write numerals to 5 Compare sets to 5 Identify and name shapes Compare sets by matching Compare objects by length Sort objects Match sets and numerals to 7 Sort objects by function

<b>Demonstration of Learning:</b>					<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li><a href="#">December Observation Checklist</a> (Optional)</li> </ul>					December - 4 Modules, 5 sessions per module
<b>Family Overview (link below)</b>					<b>Integration of Technology:</b>
<a href="#">December Unit</a>					<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>					<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
add	backward	Colors: Black blue	calendar	cold	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers
corners	Count	Days of the week	daytime	December	
forward	graph	Shapes: hexagon Rhombus Square Trapezoid triangle	How many	hot	
less	lines	match	month	more	
More than one	next	nighttime	Number words 0-10	Ordinal numbers 1st-4th	
plus	predict	repeat	sides	summer	
temperature	thermometer	today	winter	after	
around	before	shape	straight	Too short/too long	
compare	equal	graph	How many	longer/longer than	

more	most	row	same/same length	shorter/shorter than	
<b>Opportunities for Interdisciplinary Connections:</b>					<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Connections can be made to science through <ul style="list-style-type: none"> <li>○ Snowflakes</li> <li>○ Water Cycle</li> </ul> </li> <li>• Connections can be made to literacy and language through <ul style="list-style-type: none"> <li>○ Read alouds</li> <li>○ Theme related vocabulary</li> </ul> </li> <li>• Connections can be made to creative art through <ul style="list-style-type: none"> <li>○ Snowflake art activities</li> </ul> </li> <li>• Connections can be made to social studies through <ul style="list-style-type: none"> <li>○ Calendar activities</li> </ul> </li> </ul>					<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p> <p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p> <p style="text-align: center;">  </p> <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. <math>8-5=5-8</math>.</p>
<b>Connections to Prior Units:</b>					<b>Connections to Future Units:</b>

Students will build upon the data and geometry skills from the November unit.	Students will continue to build the subitizing and sorting skills needed in the January unit.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
Comprehension 3.2	<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use multiple examples and non-examples to emphasize critical features</li> <li>● Use cues and prompts to draw attention to critical features</li> <li>● Highlight previously learned skills that can be used to solve unfamiliar problems</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<b>K.2-</b> Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can participate in short conversations to solve counting problems.
<b>Learning Target Success Criteria/ Assessment</b>	<b>Resources</b>
<p>I can name, describe and compare shapes. (Module 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid</li> <li><input type="checkbox"/> I can identify and name a square, circle, triangle and rectangle</li> </ul> <p>I can draw shapes. (Module 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can draw a circle</li> <li><input type="checkbox"/> I can draw a square</li> </ul> <p>I can represent and solve addition and subtraction problems up to 6 in many ways. (Module 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show how I put together to solve</li> <li><input type="checkbox"/> I can show how I take away to solve</li> </ul> <p>I can describe and compare objects. (Module 1 &amp; 3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show or explain how objects are the same</li> <li><input type="checkbox"/> I can show or explain how objects are different</li> <li><input type="checkbox"/> I can show or explain how objects are shorter, longer or the same length</li> </ul>	<p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>● Teacher’s Manual Vol. 1</li> <li>● Suggested Manipulatives</li> <li>● Suggested Blackline Masters</li> </ul> <p><b>Illustrative Mathematics Center Games</b></p> <ul style="list-style-type: none"> <li>● <i>What’s Behind My Back</i></li> <li>● <i>Shake and Spill</i></li> <li>● <i>Grab and Count</i></li> <li>● <i>Tower Build</i></li> <li>● <i>Subtraction Towers</i></li> </ul>

<p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can move objects into a line</li> <li><input type="checkbox"/> I can point to each object</li> <li><input type="checkbox"/> I can count slowly</li> </ul> <p>I can use the last number I said to tell how many I can subitize up to 6. (Module 2 &amp; 4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can quickly recognize how many</li> </ul> <p>I can write numerals to 5. (Module 2 &amp; 4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can grip my pencil</li> <li><input type="checkbox"/> I can form the numbers 1-5</li> </ul> <p>I can compare two sets of up to 6 objects. (Module 3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain how two sets are the same</li> <li><input type="checkbox"/> I can explain how two sets are different</li> <li><input type="checkbox"/> I can show or explain which set has less</li> <li><input type="checkbox"/> I can show or explain which set has more</li> </ul> <p>I can sort objects by attributes. (Module 3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sort by how we use an object</li> </ul>	
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<b>Unit Title:</b>
January
<b>Relevant Standards: Bold indicates priority</b>
<p><b><u>Strand A</u></b></p> <p>Number Names</p> <ul style="list-style-type: none"> <li>● <b>M.60.1 Say or sign the number sequence up to at least 20</b></li> </ul> <p>Cardinality</p> <ul style="list-style-type: none"> <li>● <b>M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set</b></li> <li>● <b>M.60.3 Count out a set of objects up to five</b></li> </ul>

#### Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

#### Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

#### Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

### **Strand B**

#### Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

### **Strand C**

#### Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

#### Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

### **Strand D**

#### Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

#### Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

#### Composing Shapes

- **M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):	Enduring Understanding(s):																									
<ul style="list-style-type: none"> <li>• What skills and knowledge are needed to understand counting and cardinality?</li> <li>• What skills and knowledge are needed to understand and describe relationships to solve problems?</li> <li>• What skills and knowledge are needed to understand the attributes and relative properties of objects?</li> <li>• What skills and knowledge are needed to understand shapes and spatial relationships?</li> </ul>	Count to 10 Read numerals to 6 Write numerals to 6 Match sets and numerals to 8 Add 1 within 5 Subitize to 6 Read and write numerals within 10 Match sets and numerals to 8 Compare sets to 10 Sort objects by color Identify, name, and draw shapes Count within 10 Compare sets by matching																									
Demonstration of Learning:	Pacing for Unit																									
<ul style="list-style-type: none"> <li>• PreK Math Individual Growth Interviews</li> <li>• <a href="#">January Observation Checklist</a> (Optional)</li> </ul>	January - 4 Modules, 5 sessions per module																									
Family Overview (link below)	Integration of Technology:																									
<a href="#">January Unit</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																									
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																									
<table border="1"> <tbody> <tr> <td>alike</td> <td>behind</td> <td>calendar</td> <td>Color words</td> <td>count</td> </tr> <tr> <td>Days of the week</td> <td>different</td> <td>fewer/less</td> <td>graph</td> <td>How many</td> </tr> <tr> <td>January</td> <td>line</td> <td>match</td> <td>month</td> <td>more</td> </tr> <tr> <td>More than one</td> <td>next</td> <td>number</td> <td>Number words 1-10</td> <td>pair</td> </tr> <tr> <td>pattern</td> <td>predict</td> <td>rectangle-shaped</td> <td>repeat</td> <td>round</td> </tr> </tbody> </table>	alike	behind	calendar	Color words	count	Days of the week	different	fewer/less	graph	How many	January	line	match	month	more	More than one	next	number	Number words 1-10	pair	pattern	predict	rectangle-shaped	repeat	round	Illustrative Mathematics Center Game - What's Behind My Back Illustrative Mathematics Center Game - Shake and Spill Illustrative Mathematics Center Game - Grab and Count Illustrative Mathematics Center Game - Tower Build Illustrative Mathematics Center Game - Subtraction Towers
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More than one	next	number	Number words 1-10	pair																						
pattern	predict	rectangle-shaped	repeat	round																						

same	sort	square	today	triangle-shapes
yesterday	add	circle	Ordinal numbers 1st-6th	plus
column	first	equal	less	same/equal

**Opportunities for Interdisciplinary Connections:**

- Connections can be made to science through
  - Snow melting science experiments
- Connections can be made to literacy and language through
  - Read alouds
  - Theme related vocabulary
- Connections can be made to creative art through
  - Winter theme art projects
- Connections can be made to social studies through
  - Calendar activities

**Anticipated misconceptions:**

Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.

Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).

Some students may not organize the set of objects to avoid counting objects already counted.

Some students may have a mismatch between the oral words and the objects counted.

Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.

One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.



Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.

Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.

Students may incorrectly think that subtraction is commutative, i.e.  $8-5=5-8$ .

**Connections to Prior Units:**

**Connections to Future Units:**

Students will build upon the subitizing and sorting skills from the December unit.

Students will build the foundation for interval counting, adding and subtracting one, and pairing skills needed for the February unit.

**Differentiation through Universal Design for Learning**

**UDL Indicator**

**Teacher Actions:**

Comprehension 3.3  
January

- Give explicit prompts for each step in a sequential process
- Provide options for organizational methods and approaches
- Provide interactive models that guide exploration and new understandings
- Introduce graduated scaffolds that support information processing strategies
- Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)
- Progressively release information (e.g., sequential highlighting)
- Remove unnecessary distractions unless they are essential to the instructional goal

**Supporting Multilingual/English Learners**

**Related CELP standards:**

**Learning Targets:**

**K.9-** Create clear and coherent grade appropriate speech and text.

I can use first, next, after that and last to solve addition problems.

**Learning Target  
Success Criteria/  
Assessment**

**Resources**

I can represent and solve addition and subtraction problems up to 6 in many ways. ( Module 1)

- I can show how I put together to solve
- I can show how I take away to solve

I can count to tell how many. (Module 1-4)

- I can move objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can name, describe and compare shapes (Module 1 & 3)

**Bridges**

- Teacher’s Manual Vol. 1
- Suggested Manipulatives
- Suggested Blackline Masters

**Illustrative Mathematics Center Games**

- *What’s Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

- I can identify a circle, square, triangle and rectangle
- I can identify a hexagon, rhombus and trapezoid
- I can name a square, circle, triangle and rectangle
- I can name a hexagon, rhombus and trapezoid

I can use positional language to describe objects in my world. (Module 2)

- I can show or explain if an object is beside
- I can show or explain if an object is behind
- I can show or explain if an object is under
- I can show or explain if an object is on top of

I can subitize up to 6. (Modules 2-4)

- I can quickly recognize how many

I can write numerals to 6. (Module 2 & 3)

- I can grip my pencil
- I can form the numbers 1-6.

I can describe and compare objects. (Module 2 & 3)

- I can show or explain how objects are the same
- I can show or explain how objects are different
- I can show or explain how objects are shorter, longer or the same length

I can sort objects by attributes. (Module 3)

- I can sort objects into two categories.

I can draw shapes. (Module 3)

- I can draw a circle
- I can draw a square

I can compare two sets within 10 objects. (Module 3 & 4)

- I can explain how two sets are the same
- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

**Unit Title:**

February

**Relevant Standards: Bold indicates priority**

**Strand A**

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

**Strand B**

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

**Strand C**

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

**Strand D**

Spatial Relationships

- **M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over, and under) to identify and describe the location of an object**

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

**M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>● What skills and knowledge are needed to understand counting and cardinality?</li> <li>● What skills and knowledge are needed to understand and describe relationships to solve problems?</li> <li>● What skills and knowledge are needed to understand the attributes and relative properties of objects?</li> <li>● What skills and knowledge are needed to understand shapes and spatial relationships?</li> </ul>	Count to 10+ Add 1 within 10 Generate combinations for 5 Understand and use positional words Subitize to 6 Read numerals to 10 Write numerals to 6 Match sets and numerals to 10 Compare sets to 10 Add, subtract within 6 using objects, pictures, fingers Count within 20 Compare sets by matching Sort objects by two or more different attributes
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>● <a href="#">February Observation Checklist</a> (Optional)</li> </ul>	February - 4 Modules, 5 sessions per module
Family Overview (link below)	Integration of Technology:
<a href="#">February Unit</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

A few	above	add	alike	backward	<p>Illustrative Mathematics Center Game - What's Behind My Back  Illustrative Mathematics Center Game - Shake and Spill  Illustrative Mathematics Center Game - Grab and Count  Illustrative Mathematics Center Game - Tower Build  Illustrative Mathematics Center Game - Subtraction Towers</p>
behind	below	beside	Color words	count	
Days of the week	doubles	February	forward	How many	
In back of	In front of	Inside	less/fewer	line	
match	month	more	next	Numbers words 1-20	
On top of	outside	pair	partner	pattern	
plus	predict	repeat	same	today	
underneath	yesterday	Belong together	circle	column	
different	graph	plus	Position/location words	sort	
<b>Opportunities for Interdisciplinary Connections:</b>					
<ul style="list-style-type: none"> <li>● Connections can be made to science through <ul style="list-style-type: none"> <li>○ Bear related science experiments</li> </ul> </li> <li>● Connections can be made to literacy and language through <ul style="list-style-type: none"> <li>○ Read alouds</li> <li>○ Theme related vocabulary</li> </ul> </li> <li>● Connections can be made to creative art through <ul style="list-style-type: none"> <li>○ Bear theme art projects</li> </ul> </li> <li>● Connections can be made to social studies through <ul style="list-style-type: none"> <li>○ Calendar activities</li> </ul> </li> </ul>					<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p>

	<p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p>  <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. <math>8-5=5-8</math>.</p>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Students will build upon the interval counting, adding and subtracting one, and pairing skills from the January unit.	Students will build the foundation for the counting sequence, adding and subtracting skills needed for the March unit.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
Expression and Communication 5.1	<ul style="list-style-type: none"> <li>Use physical manipulatives (e.g., blocks/shapes, 3D models, two color counters)</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<b>K.8-</b> Determine the meaning of words and phrases in oral presentations and literary and informational text.	I can identify and use vocabulary such as count, how many and match to help me solve.
<b>Learning Target Success Criteria/ Assessment</b>	<b>Resources</b>
I can name, describe and compare shapes . (Module 1) <input type="checkbox"/> I can identify a circle, square, triangle and rectangle	<b>Bridges</b> <ul style="list-style-type: none"> <li>Teacher’s Manual Vol. 1</li> </ul>

- I can identify a hexagon, rhombus and trapezoid
- I can name a square, circle, triangle and rectangle
- I can name a hexagon, rhombus and trapezoid

I can draw shapes. (Module 1)

- I can draw a circle
- I can draw a triangle
- I can draw a square

I can count to tell how many. (Module 1-4)

- I can move objects into a line
- I can point to each object
- I can count slowly
- I can use the last number I said to tell how many

I can use positional language to describe objects in my world. (Module 1 & 3)

- I can show or explain if an object is beside
- I can show or explain if an object is behind
- I can show or explain if an object is under
- I can show or explain if an object is on top of

I can subitize up to 6. (Module 2 & 3)

- I can quickly recognize how many

I can describe and compare objects. (Module 2 & 3)

- I can show or explain how objects are the same
- I can show or explain how objects are different
- I can show or explain if an object is lighter, heavier or the same weight.
- I can show or explain how objects are shorter, longer or the same length

I can represent and solve addition and subtraction problems up to 6 in many ways. (Module 2 & 4)

- I can show how I put together to solve
- I can show how I take away to solve

I can write numerals to 8. (Module 3)

- I can grip my pencil
- I can form the numbers 1-8

I can compare two sets of up to 10 objects. (Module 3)

- I can explain how two sets are the same

- Suggested Manipulatives
- Suggested Blackline Masters

### **Illustrative Mathematics Center Games**

- *What's Behind My Back*
- *Shake and Spill*
- *Grab and Count*
- *Tower Build*
- *Subtraction Towers*

- I can explain how two sets are different
- I can show or explain which set has less
- I can show or explain which set has more

I can sort objects by attributes. (Module 4)

- I can sort the same set in different ways

### Unit Title:

March

### Relevant Standards: **Bold indicates priority**

#### **Strand A**

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

#### **Strand B**

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

**Strand C**

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

**Strand D**

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

**M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"><li>● What skills and knowledge are needed to understand counting and cardinality?</li><li>● What skills and knowledge are needed to understand and describe relationships to solve problems?</li><li>● What skills and knowledge are needed to understand the attributes and relative properties of objects?</li><li>● What skills and knowledge are needed to understand shapes and spatial relationships?</li></ul>	Count to 10+ Read numerals to 10 Subitize to 6 Read and write numerals to 10 Match sets and numerals to 10 Compare sets to 10 Add within 6 using pictures, fingers Identify and name shapes Count within 20 Add within 6 using objects Generate combinations within 6 using objects Subtract 1 within 6 using objects Add 1,2, or 3 within 10 by counting on Sort objects by two or more different attributes Identify and name shapes
Demonstration of Learning:	Pacing for Unit

<ul style="list-style-type: none"> <li>• <a href="#">March Observation Checklist</a> (Optional)</li> </ul>	March																																			
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>																																			
<a href="#">March Unit</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																																			
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<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>																																			
<ul style="list-style-type: none"> <li>• Connections can be made to science through <ul style="list-style-type: none"> <li>○ Making, testing, and predicting different structures through shapes</li> </ul> </li> <li>• Connections can be made to literacy and language through <ul style="list-style-type: none"> <li>○ Read alouds</li> <li>○ Theme related vocabulary</li> </ul> </li> </ul>	Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.  Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).																																			

<ul style="list-style-type: none"> <li>• Connections can be made to creative art through <ul style="list-style-type: none"> <li>◦ Shape theme art projects</li> </ul> </li> <li>• Connections can be made to social studies through <ul style="list-style-type: none"> <li>◦ Calendar activities</li> </ul> </li> </ul>	<p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p> <p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p>  <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. <math>8-5=5-8</math>.</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>Students will build upon the counting sequence, adding and subtracting skills from the February unit.</p>	<p>Students will build the foundation for the conceptual subitizing and addition notation skills needed for the April unit.</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p>Comprehension 3.2</p>	<ul style="list-style-type: none"> <li>• Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>• Use multiple examples and non-examples to emphasize critical features</li> <li>• Use cues and prompts to draw attention to critical features</li> <li>• Highlight previously learned skills that can be used to solve unfamiliar problems</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	

Related <a href="#">CELP standards:</a>	Learning Targets:	
<b>K.8-</b> Determine the meaning of words and phrases in oral presentations and literary and informational text.	I can identify a hexagon, rhombus, and trapezoid.	
<b>Learning Target Success Criteria/ Assessment</b>		<b>Resources</b>
<p>I can sort objects by attributes. (Module 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sort the same set in different ways</li> </ul> <p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can move objects into a line</li> <li><input type="checkbox"/> I can point to each object</li> <li><input type="checkbox"/> I can count slowly</li> <li><input type="checkbox"/> I can use the last number I said to tell how many</li> </ul> <p>I can name, describe and compare shapes . (Module 1, 2 &amp; 4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify a circle, square, triangle and rectangle</li> <li><input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid</li> <li><input type="checkbox"/> I can name a square, circle, triangle and rectangle</li> <li><input type="checkbox"/> I can name a hexagon, rhombus and trapezoid</li> </ul> <p>I can compare two sets of up to 10 objects. (Module 2 &amp; 3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain how two sets are the same</li> <li><input type="checkbox"/> I can explain how two sets are different</li> <li><input type="checkbox"/> I can show or explain which set has less</li> <li><input type="checkbox"/> I can show or explain which set has more</li> </ul> <p>I can subitize up to 6. (Module 2-4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can quickly recognize how many</li> </ul> <p>I can write numerals to 10. (Module 2 &amp; 4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can grip my pencil</li> <li><input type="checkbox"/> I can form the numbers 1-10.</li> </ul> <p>I can represent and solve addition and subtraction problems up to 6 in many ways. (Module 4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show how I put together to solve</li> </ul>		<p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Manual Vol. 1</li> <li>• Suggested Manipulatives</li> <li>• Suggested Blackline Masters</li> </ul> <p><b>Illustrative Mathematics Center Games</b></p> <ul style="list-style-type: none"> <li>• <i>What’s Behind My Back</i></li> <li>• <i>Shake and Spill</i></li> <li>• <i>Grab and Count</i></li> <li>• <i>Tower Build</i></li> <li>• <i>Subtraction Towers</i></li> </ul>

I can show how I take away to solve

**Unit Title:**

April

**Relevant Standards: Bold indicates priority**

**Strand A**

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

**Strand B**

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

**Strand C**

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

**Strand D**

Identifying Shapes


- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

**M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>● What skills and knowledge are needed to understand counting and cardinality?</li> <li>● What skills and knowledge are needed to understand and describe relationships to solve problems?</li> <li>● What skills and knowledge are needed to understand the attributes and relative properties of objects?</li> <li>● What skills and knowledge are needed to understand shapes and spatial relationships?</li> </ul>	Count to 10 Count within 20 Subitize to 6 Read numerals to 10 Write numerals to 6 Subtract 1 within 10 using objects Generate combinations for 5 Match sets and numerals to 10 Identify and name shapes Compose with shapes
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>● <a href="#">April Observation Checklist</a> (Optional)</li> </ul>	April - 4 Modules, 5 sessions per module
Family Overview (link below)	Integration of Technology:
<a href="#">April Unit</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

<table border="1"> <tr> <td>April</td> <td>add</td> <td>after</td> <td>before</td> <td>big/large</td> </tr> <tr> <td>Color words</td> <td>count</td> <td>Days of the week</td> <td>doubles</td> <td>How many</td> </tr> <tr> <td>less/fewer</td> <td>light</td> <td>line</td> <td>more</td> <td>More than 1</td> </tr> <tr> <td>month</td> <td>next</td> <td>Number words 1-10</td> <td>pattern</td> <td>predict</td> </tr> <tr> <td>repeat</td> <td>same</td> <td>small/little</td> <td>symmetry</td> <td>symmetrical</td> </tr> <tr> <td>today</td> <td>tomorrow</td> <td>yesterday</td> <td>Shapes: circle, rhombus, square, trapezoid, triangle, hexagon</td> <td>distance</td> </tr> <tr> <td>How many</td> <td>long/longer</td> <td>match</td> <td>measure</td> <td>Ordinal numbers 1st-6th</td> </tr> <tr> <td>short/shorter</td> <td>add</td> <td>count</td> <td>plus</td> <td></td> </tr> </table>					April	add	after	before	big/large	Color words	count	Days of the week	doubles	How many	less/fewer	light	line	more	More than 1	month	next	Number words 1-10	pattern	predict	repeat	same	small/little	symmetry	symmetrical	today	tomorrow	yesterday	Shapes: circle, rhombus, square, trapezoid, triangle, hexagon	distance	How many	long/longer	match	measure	Ordinal numbers 1st-6th	short/shorter	add	count	plus		<p>Illustrative Mathematics Center Game - What's Behind My Back  Illustrative Mathematics Center Game - Shake and Spill  Illustrative Mathematics Center Game - Grab and Count  Illustrative Mathematics Center Game - Tower Build  Illustrative Mathematics Center Game - Subtraction Towers</p>				
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<b>Opportunities for Interdisciplinary Connections:</b>					<b>Anticipated misconceptions:</b>																																												
<ul style="list-style-type: none"> <li>● Connections can be made to science through <ul style="list-style-type: none"> <li>○ Observing and describing symmetry in nature</li> </ul> </li> <li>● Connections can be made to literacy and language through <ul style="list-style-type: none"> <li>○ Read alouds</li> <li>○ Theme related vocabulary</li> </ul> </li> <li>● Connections can be made to creative art through <ul style="list-style-type: none"> <li>○ Symmetrical and theme based art projects</li> </ul> </li> <li>● Connections can be made to social studies through <ul style="list-style-type: none"> <li>○ Calendar activities</li> </ul> </li> </ul>					<p>Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.</p> <p>Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).</p> <p>Some students may not organize the set of objects to avoid counting objects already counted.</p> <p>Some students may have a mismatch between the oral words and the objects counted.</p>																																												

	<p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p> <p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p> <p></p> <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. <math>8-5=5-8</math>.</p>
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<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
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Students will build upon the conceptual subitizing and addition notation skills from the March unit.	Students will build the foundation for the addition strategies used in the May unit.
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**Differentiation through Universal Design for Learning**

<b>UDL Indicator</b>	<b>Teacher Actions:</b>
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- |                   |   |
|-------------------|---|
| Comprehension 3.3 | <ul style="list-style-type: none"> <li>● Give explicit prompts for each step in a sequential process</li> <li>● Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations)</li> <li>● Provide interactive models that guide exploration and new understandings</li> <li>● Introduce graduated scaffolds that support information processing strategies</li> <li>● Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)</li> <li>● “Chunk” information into smaller elements</li> <li>● Progressively release information (e.g., sequential highlighting)</li> <li>● Remove unnecessary distractions unless they are essential to the instructional goal</li> </ul> |
|-------------------|---|

**Supporting Multilingual/English Learners**

Related <a href="#">CELP standards:</a>	Learning Targets:	
<b>K.9-</b> Create clear and coherent grade appropriate speech and text.	I can use numbers and pictures to put objects in order.	
<b>Learning Target Success Criteria/ Assessment</b>		<b>Resources</b>
<p>I can represent and solve addition and subtraction problems up to 10 in many ways. (Module 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show how I put together to solve</li> <li><input type="checkbox"/> I can show how I take away to solve</li> </ul> <p>I can write numerals to 10. (Module 1 &amp; 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can grip my pencil</li> <li><input type="checkbox"/> I can form the numbers 1-10.</li> </ul> <p>I can subitize up to 6. (Module 1-3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can quickly recognize how many</li> </ul> <p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can move objects into a line</li> <li><input type="checkbox"/> I can point to each object</li> <li><input type="checkbox"/> I can count slowly</li> <li><input type="checkbox"/> I can use the last number I said to tell how many</li> </ul> <p>I can name, describe and compare shapes . (Module 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify a circle, square, triangle and rectangle</li> <li><input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid</li> <li><input type="checkbox"/> I can name a square, circle, triangle and rectangle</li> <li><input type="checkbox"/> I can name a hexagon, rhombus and trapezoid</li> </ul> <p>I can compare two sets of up to 10 objects. (Module 3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain how two sets are the same</li> <li><input type="checkbox"/> I can explain how two sets are different</li> <li><input type="checkbox"/> I can show or explain which set has less</li> <li><input type="checkbox"/> I can show or explain which set has more</li> </ul> <p>I can describe and compare objects. (Module 3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show or explain how objects are shorter, longer or the same length</li> </ul>		<p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Manual Vol. 1</li> <li>• Suggested Manipulatives</li> <li>• Suggested Blackline Masters</li> </ul> <p><b>Illustrative Mathematics Center Games</b></p> <ul style="list-style-type: none"> <li>• <i>What’s Behind My Back</i></li> <li>• <i>Shake and Spill</i></li> <li>• <i>Grab and Count</i></li> <li>• <i>Tower Build</i></li> <li>• <i>Subtraction Towers</i></li> </ul>

I can sort objects by attributes. (optional free choice center- Bug Scavenger Hunt)

**Unit Title:**

May

**Relevant Standards: Bold indicates priority**

**Strand A**

Number Names

- **M.60.1 Say or sign the number sequence up to at least 20**

Cardinality

- **M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set**
- **M.60.3 Count out a set of objects up to five**

Written Numerals

- **M.60.4 Recognize written numerals up to at least 10**

Recognition of Quantity

- **M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items**

Comparison

- M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same

**Strand B**

Number Operations

- M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five (Supporting)
- M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)

**Strand C**

Measurement

- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to **use strategies** to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Sorting and Classifying

- **M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute**

**Strand D**

Identifying Shapes

- **M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size**

Composing Shapes

**M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose**

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>● What skills and knowledge are needed to understand counting and cardinality?</li> <li>● What skills and knowledge are needed to understand and describe relationships to solve problems?</li> <li>● What skills and knowledge are needed to understand the attributes and relative properties of objects?</li> <li>● What skills and knowledge are needed to understand shapes and spatial relationships?</li> </ul>	Count within 20 Add and subtract using pictures, fingers, and numbers Subitize to 4 Write numerals to 4 Match sets and numerals to 10 Compare sets to 10 Read numerals to 10+ Generate combinations for 4 Add and subtract using objects Add quantities to 6 within 16 by counting on Sort objects by two or more different attributes
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>● Developmental Indicators for the Assessment of Learning 4th Edition</li> <li>● PreK Math Individual Growth Interviews</li> <li>● <a href="#">May Observation Checklist</a> (Optional)</li> </ul>	May - 4 Modules, 5 sessions per module
Family Overview (link below)	Integration of Technology:
<a href="#">May Unit</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of</i>

content, researching, organizing and communicating learning

**Unit-specific Vocabulary:**

**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

add/plus	backward	behind	clear	count
Count on	Days of the week	dry/wet	experiment	float
forward	group/groups	heavy/light	How many	less/fewer
line	May	month	more	next
Number words 1-20	pattern	predict/prediction	Repeat	same
sink	sort	subtract/take away	today	tomorrow
yesterday	addition/plus sign	Shapes: trapezoid, triangle, half-circle, Circle, rectangle	Belong together	column
different	graph	more	plus	subtract/take away sign

Illustrative Mathematics Center Game - What's Behind My Back  
 Illustrative Mathematics Center Game - Shake and Spill  
 Illustrative Mathematics Center Game - Grab and Count  
 Illustrative Mathematics Center Game - Tower Build  
 Illustrative Mathematics Center Game - Subtraction Towers

**Opportunities for Interdisciplinary Connections:**


**Anticipated misconceptions:**

- Connections can be made to science through
  - Sink and Float activities and water based experiments
- Connections can be made to literacy and language through
  - Read alouds
  - Theme related vocabulary
- Connections can be made to creative art through
  - Watercolor painting
- Connections can be made to social studies through

Some students may not understand that counting is a strategy to determine 'how many' and that the last number counted says how many.

Some students may have a mismatch between the oral words and the objects counted (eg, matches objects to syllables, omits certain number names).

Some students may not organize the set of objects to avoid counting objects already counted.

<ul style="list-style-type: none"> <li>○ Calendar activities</li> </ul>	<p>Some students may have a mismatch between the oral words and the objects counted.</p> <p>Students may look at objects and focus on their size, arrangement, or area when making comparisons between groups rather than the number.</p> <p>One of the most common misconceptions in geometry is the belief that orientation, size, or color are tied to shape identification. Students may see the first of the figures below as a triangle, but claim to not know the name of the second or third.</p>  <p>Students may incorrectly use mathematical vocabulary when comparing objects. When comparing length, students may say bigger or smaller, instead of longer or shorter.</p> <p>Students may count all objects when joining groups instead of knowing the amount of one group and counting on the amount of the second group to find the total.</p> <p>Students may incorrectly think that subtraction is commutative, i.e. <math>8-5=5-8</math>.</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>Students will build upon the addition strategies used in the April unit.</p>	<p>Within the final unit of the school year, students are building the foundational skills and knowledge to prepare for kindergarten:</p> <ul style="list-style-type: none"> <li>● understand counting and cardinality</li> <li>● understand and describe relationships to solve problems</li> <li>● understand the attributes and relative properties of objects</li> <li>● understand shapes and spatial relationships</li> </ul>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p>Perception 1.3</p>	<ul style="list-style-type: none"> <li>● Use touch equivalents (tactile graphics or objects of reference) for key visuals that represent concepts</li> <li>● Provide physical objects and spatial models to convey perspective or interaction</li> <li>● Provide auditory cues for key concepts and transitions in visual information</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	

Related <a href="#">CELP standards:</a>	Learning Targets:	
<b>K.9-</b> Create clear and coherent grade appropriate speech and text.	I can use numbers and pictures to describe the interaction of objects.	
<b>Lesson Sequence Learning Target Success Criteria/ Assessment</b>		<b>Resources</b>
<p>I can count to tell how many. (Module 1-4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can move objects into a line</li> <li><input type="checkbox"/> I can point to each object</li> <li><input type="checkbox"/> I can count slowly</li> <li><input type="checkbox"/> I can use the last number I said to tell how many</li> </ul> <p>I can represent and solve addition and subtraction problems up to 10 in many ways. (Module 1, 2 &amp; 4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show how I put together to solve</li> <li><input type="checkbox"/> I can show how I take away to solve</li> </ul> <p>I can subitize up to 6. (Module 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can quickly recognize how many</li> </ul> <p>I can write numerals to 10. (Module 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can grip my pencil</li> <li><input type="checkbox"/> I can form the numbers 1-10.</li> </ul> <p>I can name, describe and compare shapes . (Module 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify a circle, square, triangle and rectangle</li> <li><input type="checkbox"/> I can identify a hexagon, rhombus and trapezoid</li> <li><input type="checkbox"/> I can name a square, circle, triangle and rectangle</li> <li><input type="checkbox"/> I can name a hexagon, rhombus and trapezoid</li> </ul> <p>I can compare two sets of up to 10 objects. (Module 2-4)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain how two sets are the same</li> <li><input type="checkbox"/> I can explain how two sets are different</li> <li><input type="checkbox"/> I can show or explain which set has less</li> <li><input type="checkbox"/> I can show or explain which set has more</li> </ul> <p>I can sort objects by attributes. (Module 4)</p>		<p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Manual Vol. 1</li> <li>• Suggested Manipulatives</li> <li>• Suggested Blackline Masters</li> </ul> <p><b>Illustrative Mathematics Center Games</b></p> <ul style="list-style-type: none"> <li>• <i>What’s Behind My Back</i></li> <li>• <i>Shake and Spill</i></li> <li>• <i>Grab and Count</i></li> <li>• <i>Tower Build</i></li> <li>• <i>Subtraction Towers</i></li> </ul>

I can sort the same set in different ways

I can describe and compare objects. (optional free choice center- Sinkers)

I can show or explain how objects move slower or faster

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Percussion	Music	6 - BAIMS Exploratory	
<b>Course Description:</b>			
<b>Students will be introduced to the basics of percussion through the use of Bucket Drums, African Drums, and Drum Set.</b>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
		<p><b>Meaningfully contribute to a global society</b></p> <p>EMPATHY</p> <ul style="list-style-type: none"> <li>• Demonstrating understanding of others perspectives and needs</li> <li>• Listen with an open mind to understand others' situations</li> <li>• Understand the concept of community as a means for supporting others in need</li> </ul> <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> <li>• Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>• Understand other nations and cultures including the use of non-English language</li> </ul> <p><b>Demonstrate Academic Knowledge and Skills</b></p> <p>CONTENT MASTERY</p> <ul style="list-style-type: none"> <li>• Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum</li> </ul> <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> <li>• Collect, assess and analyze relevant information</li> <li>• Reason effectively. Use systems thinking</li> <li>• Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.</li> <li>• Reflect critically on learning experience, processes and solutions</li> <li>• Transfer knowledge to other situations</li> </ul>	
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <a href="#">Completed Equity Audit</a>	
<b>Standard Matrix</b>			

District Learning Expectations and Standards	Intro to Percussion Technique	Intro to Bucket Drumming	Intro to African Drumming	Intro to Drum Set
<b>Creating</b>				
MU:Cr1.1 Generate and conceptualize artistic ideas and work.		S	S	S
MU:Cr2.1 Organize and develop artistic ideas and work.				
MU:Cr3.1 Refine and complete artistic work.		S	S	S
<b>Performing</b>				
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	P	P	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	S			
MU:Pr6.1 Convey meaning through the presentation of artistic work.		P	P	P
<b>Respond</b>				
MU:Re7.1 Perceive and analyze artistic work.				
MU:Re8.1 Interpret intent and meaning in artistic work.				
MU:Re9.1 Apply criteria to evaluate artistic work.		S	S	S
<b>Connecting</b>				
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.				
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		S	S	S

### Unit Links

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

[Intro to Percussion Technique](#)  
[Intro to Bucket Drumming](#)  
[Intro to African Drumming](#)  
[Intro to Drum Set](#)

<b>Unit Title:</b>	
<a href="#">Intro to Percussion Technique</a>	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>MU:Pr4.3.6.a</b> - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr5.1.6.a</b> - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
Pr4.3 How do performers interpret musical works? Pr5.1 How do musicians improve the quality of their performance?	Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. Pr.1 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.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Playing assessment, Written assessment, Visual assessments	~4 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students are introduced to proper stick technique and rhythm notation.	Use of MusicFirst,
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Flam, Paradiddle, 5 Stroke Roll	Drum Pads, 5 gallon buckets, drum sticks, "The Bucket Drumming Book," "Swick's Classroom" & other youtube play along videos.
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
N/A	I get to hit things, it doesn't require practice, it is easy.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>

N/A	Students will use what they learn in this unit to play the different types of percussion instruments in the future units.
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### Differentiation through [Universal Design for Learning](#)

UDL Indicator	Teacher Actions:
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>

### Supporting Multilingual/English Learners

Related <a href="#">CELP standards:</a>	Learning Targets:
<p>6-8.2</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>	<p>I CAN:</p> <p>Hold my drumsticks correctly</p> <p>Read rhythm patterns correctly</p> <p>Play rhythms on a practice pad correctly</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lessons 1-4	Hold my drumsticks correctly Read rhythm patterns correctly Play rhythms on a practice pad correctly	Visual assessments, Playing assessments, Written assessments	N/A

### Unit Title:

Intro to Bucket Drumming

### Relevant Standards: **Bold indicates priority**

**MU:Cr1.1.6.a** - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

**MU:Cr3.1.6.a** - Evaluate their own work, applying teacher-provided criteria such as application of selected

elements of music, and use of sound sources.

**MU:Pr4.3.6.a** - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr6.1.6.a** - Perform the music with technical accuracy to convey the creator's intent.

**MU:Re9.1.6.a** - Apply teacher-provided criteria to evaluate musical works or performances.

**MU:Cn11.1.7.a** - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?                      Cr3.1 How do musicians improve the quality of their creative work?                      Pr4.3 How do performers interpret musical works?                      Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?                      Re9.1 How do we judge the quality of musical work(s) and performance(s)?                      Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.                      Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.                      Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.                      Pr6.1 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.                      Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.                      Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
Demonstration of Learning:	Pacing for Unit
Playing assessment, Written assessment, Visual assessments	~9 Classes
Family Overview (link below)	Integration of Technology:
The Bucket Drumming unit is designed to introduce students to the fundamentals of bucket drumming, using buckets and drumsticks. This unit is suitable for beginners with little to no musical experience as well as intermediate drummers looking to explore a unique style of percussion. Through a combination of theoretical knowledge, practical exercises, and hands-on drumming, students will develop the skills necessary to create rhythms and performances using buckets as their primary instrument.	Music First Platform, Youtube play along videos (Swick's Classroom), BucketDrumming.net
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Drum Sticks, Center, Rim, Side, Quarter Notes, Eighth Notes, Sixteenth Notes	5 Gallon Buckets, Drum Sticks
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Rhythm reading & Fractions, Bucket Drumming with Street Art/Busking.	You just hit stuff, it all sounds the same, you don't have to practice, it's easy

Connections to Prior Units:	Connections to Future Units:
The skills learned in Unit 1 will be utilized fully in this unit	Many rhythm patterns will be utilized in future units, rhythm notation is similar across percussion instrument notation.

**Differentiation through [Universal Design for Learning](#)**

UDL Indicator	Teacher Actions:
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>

**Supporting Multilingual/English Learners**

Related <a href="#">CELP standards:</a>	Learning Targets:
<p>6-8.2</p> <ul style="list-style-type: none"> <li>● actively listen to others</li> <li>● present information and ideas</li> <li>● respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>● communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>	<p>I CAN:</p> <p>Identify different parts of the bucket</p> <p>Read bucket music</p> <p>Play bucket music correctly</p> <p>Create rhythm patterns using different parts of the bucket</p> <p>Play rhythms patterns that I created on the bucket</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	Identify different parts of the bucket, read bucket music	Visual and playing assessments, written assessments	BucketDrumming.net
Lesson 2-5	Read bucket music, play bucket music correctly	Playing assessments	BucketDrumming.net, The Bucket Drumming Book, Youtube play along videos (Swicks Classroom)
Lesson 6-9	Create rhythm patterns using different parts of the bucket Play rhythms patterns that I created on the bucket	Written and playing assessments	MusicFirst - notation software, Bucket Drumming Book, BucketDrumming.net

<b>Unit Title:</b>	
Intro to African Drumming	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>MU:Cr1.1.6.a</b> - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p><b>MU:Cr3.1.6.a</b> - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p><b>MU:Pr4.3.6.a</b> - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr6.1.6.a</b> - Perform the music with technical accuracy to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p> <p><b>MU:Cn11.1.7.a</b> - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 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.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Playing assessment, Visual assessments	~5 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
The African Drumming unit is designed to introduce students to the rich and diverse world of African drumming. Drawing from the rhythms and traditions of various African cultures, this unit provides experiences in African drumming techniques, rhythms, history, and cultural context. Students will learn to play traditional African drums, explore rhythmic patterns, understand	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>

the cultural significance of drumming in African societies, and develop their playing skills..			
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>	
Quarter Notes, Eighth Notes, Sixteenth Notes, Djembe, Tubano, Tone, Slap		Djembes, Tubanos, Gathering Drums, Hand Drums, Talking Drums.	
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Connection with Social Studies African Unit,		Drumming is just hitting stuff, you don't have to work together in a drum circle, you don't have to practice, it's easy.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Rhythm patterns learned in Unit 1 & 2 will be utilized in this unit		Many rhythm patterns will be utilized in future units, rhythm notation is similar across percussion instrument notation.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<p>6-8.2</p> <ul style="list-style-type: none"> <li>● actively listen to others</li> <li>● present information and ideas</li> <li>● respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>● communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>		<p>I CAN:</p> <p>Identify different African Drums</p> <p>Play African Drums correctly</p> <p>Create rhythm patterns using different parts of the African Drums</p> <p>Play rhythms patterns that I created on the African Drums</p>	
<b>Lesson</b>	<b>Learning Target</b>	<b>Success Criteria/</b>	<b>Resources</b>

Sequence		Assessment	
Lesson 1 - 2	Identify different African Drums Play African Drums correctly	Playing assessments, visual assessments	World Music Drumming by Will Schmid
Lesson 3-5	Create rhythm patterns using different parts of the African Drums Play rhythms patterns that I created on the African Drums	Playing assessments, visual assessments	World Music Drumming by Will Schmid

Unit Title:	
Intro to Drum Set	
Relevant Standards: <b>Bold indicates priority</b>	
<p><b>MU:Cr1.1.6.a</b> - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p><b>MU:Cr3.1.6.a</b> - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p><b>MU:Pr4.3.6.a</b> - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr6.1.6.a</b> - Perform the music with technical accuracy to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p> <p><b>MU:Cn11.1.7.a</b> - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 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.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>

	Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Visual and Playing Assessments	~4 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
The Introduction to Drum Set unit teaches the fundamentals of drumming and exploring the versatile and exciting world of the drum set. This unit continues with drumming techniques, rhythm, coordination, and musicality. Students will be introduced to the basic skills necessary to play the drum set effectively in various musical styles.	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Bass drum, snare drum, high tom, low tom, floor tom, hi-hat, crash cymbal, ride cymbal, quarter note, eighth note, sixteenth note	Drum sets, drum sticks,
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
N/A	Doesn't require coordination, don't need to practice, it's easy
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Rhythm patterns learned in Unit 1 & 2 will be utilized in this unit	N/A
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>

## Supporting Multilingual/English Learners

### Related CELP standards:

- 6-8.2
- actively listen to others
  - present information and ideas
  - respond to simple questions and ask questions
- 6-8.3
- communicate basic information using words and phrases acquired in conversations, reading, and being read to

### Learning Targets:

- I CAN:
- Identify different parts of a drum set
  - Read drum set music
  - Play drum set music correctly
  - Create rhythm patterns using the whole drum set
  - Play rhythm patterns that I created on the drum set

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	Identify different parts of a drum set, read drum set music	Playing assessments, visual assessments, written assessments	
Lesson 2	Play drum set music correctly	Playing assessments, visual assessments	
Lesson 3-4	Create rhythm patterns using the whole drum set, play rhythm patterns that I created on the drum set	Playing assessments, visual assessments	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Piano	Music	7 - BAIMS Exploratory	
<b>Course Description:</b>			
<b>This course provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.</b>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
<b>Accelerated Piano Adventures (Faber book 1), Pianos</b>		<p><b>Meaningfully contribute to a global society</b></p> <p>EMPATHY</p> <ul style="list-style-type: none"> <li>• Demonstrating understanding of others perspectives and needs</li> <li>• Listen with an open mind to understand others' situations</li> <li>• Understand the concept of community as a means for supporting others in need</li> </ul> <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> <li>• Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>• Understand other nations and cultures including the use of non-English language</li> </ul> <p><b>Demonstrate Academic Knowledge and Skills</b></p> <p>CONTENT MASTERY</p> <ul style="list-style-type: none"> <li>• Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum</li> </ul> <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> <li>• Collect, assess and analyze relevant information</li> <li>• Reason effectively. Use systems thinking</li> <li>• Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.</li> <li>• Reflect critically on learning experience, processes and solutions</li> <li>• Transfer knowledge to other situations</li> </ul>	
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <a href="#">Completed Equity Audit</a>	
<b>Standard Matrix</b>			

District Learning Expectations and Standards	Intro to Playing Piano	Orientation to the Staff	Bass Clef Notes	3rds (skips) on the staff	Eighth Notes
<b>Creating</b>					
MU:Cr1.1 Generate and conceptualize artistic ideas and work.					
MU:Cr2.1 Organize and develop artistic ideas and work.					
MU:Cr3.1 Refine and complete artistic work.					
<b>Performing</b>					
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S	S	S
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	S	S	S	S	S
MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	P	P	P
<b>Respond</b>					
MU:Re7.1 Perceive and analyze artistic work.					
MU:Re8.1 Interpret intent and meaning in artistic work.					
MU:Re9.1 Apply criteria to evaluate artistic work.	S	S	S	S	S
<b>Connecting</b>					
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.					
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.					

## Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Intro to Playing Piano](#)

[Orientation to the Staff](#)

[Bass Clef Notes: Middle C, B, A, G, F](#)

[3rds \(Skips\) on the Staff](#)

[Eighth Notes](#)

## Unit Title:

Intro to Playing Piano

## Relevant Standards: **Bold indicates priority**

**MU:Pr4.3.7.a** - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7.a** - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

**MU:Pr6.1.7.a** - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

**MU:Re9.1.6.a** - Apply teacher-provided criteria to evaluate musical works or performances.

## Essential Question(s):

Pr4.3 How do performers interpret musical works?  
Pr 5.1 How do musicians improve the quality of their performance?  
Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?  
Pr9.1 How do we judge the quality of musical work(s) and performance(s)?

## Enduring Understanding(s):

Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.  
Pr5.1 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.  
Pr6.1 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.  
Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

## Demonstration of Learning:

Playing, Visual, and Writing Assessments

## Pacing for Unit

~4 Lessons

<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Keys, natural, sharp, flat, interval of a second, interval of a third, musical alphabet, forte, piano, whole note, half note, quarter note, measure, double bar line, pentascale, repeat sign	Keyboard worksheets, Music Theory Worksheets
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Piano is easy, I don't have to read music
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<p>6-8.2</p> <ul style="list-style-type: none"> <li>● actively listen to others</li> <li>● present information and ideas</li> <li>● respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>● communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>	<p>I CAN:</p> <p>Maintain proper playing posture</p> <p>Identify the finger numbers for playing the piano</p> <p>Identify different parts of the piano</p> <p>Maintain proper hand position while playing piano</p> <p>Identify high and low on the piano</p> <p>Identify different types of piano keys</p> <p>Identify the musical alphabet in relation to the keyboard</p> <p>Read rhythms</p>

		Read piano notation	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lessons 1-4	Maintain proper playing posture Identify the finger numbers for playing the piano Identify different parts of the piano Maintain proper hand position while playing piano Identify high and low on the piano Identify different types of piano keys Identify the musical alphabet in relation to the keyboard Read rhythms Read piano notation	Playing, visual, and written assessments	Faber Accelerated Piano Adventures, Unit 1

Unit Title:	
Orientation to the Staff	
Relevant Standards: Bold indicates priority	
<p><b>MU:Pr4.3.7.a</b> - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr5.1.7.a</b> - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><b>MU:Pr6.1.7.a</b> - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Pr4.3 How do performers interpret musical works?</p> <p>Pr 5.1 How do musicians improve the quality of their performance?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Pr9.1 How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr5.1 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.</p> <p>Pr6.1 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.</p> <p>Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
Demonstration of Learning:	Pacing for Unit
Playing, Visual, and Writing Assessments	~ 6 lessons

<b>Family Overview (link below)</b>		<b>Integration of Technology:</b>	
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.		Piano Keyboards, MusicFirst - Theory	
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>	
Staff, grand staff, treble clef, bass clef, time signature 4/4, 3/4, Middle C, mezzo forte, damper pedal, repeat sign, legato, slur,			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
		Piano is easy, I don't have to read music	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
N/A		This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CFLP standards:</a></b>		<b>Learning Targets:</b>	
6-8.2 <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul> 6-8.3 <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>		I CAN: Identify notes on the grand staff Identify $\frac{3}{4}$ and $\frac{4}{4}$ time signatures Play the piano with good technique Identify notes on the staff in relation to the keyboard Play the correct notes on the piano with both hands	
<b>Lesson</b>	<b>Learning Target</b>	<b>Success Criteria/</b>	<b>Resources</b>

Sequence		Assessment	
Lesson 1-6	Identify notes on the grand staff Identify ¾ and 4/4 time signatures Play the piano with good technique Identify notes on the staff in relation to the keyboard Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 2

Unit Title:	
Bass Clef Notes: Middle C, B, A, G, F	
Relevant Standards: Bold indicates priority	
<p><b>MU:Pr4.3.7.a</b> - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr5.1.7.a</b> - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><b>MU:Pr6.1.7.a</b> - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Pr4.3 How do performers interpret musical works?</p> <p>Pr 5.1 How do musicians improve the quality of their performance?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Pr9.1 How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr5.1 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.</p> <p>Pr6.1 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.</p> <p>Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
Demonstration of Learning:	Pacing for Unit
Playing, Visual, and Writing Assessments	~4 lessons
Family Overview (link below)	Integration of Technology:
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology

		<b>(beyond core resources):</b>	
Bass clef notes C, B, A, G, F			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
		Piano is easy, I don't have to read music	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
N/A		This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<p>6-8.2</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>		<p>I CAN:</p> <p>Identify notes on the bass staff</p> <p>Perform rhythms with dotted half notes</p> <p>Play the piano with good technique</p> <p>Play the correct notes on the piano with both hands</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Lesson 1-4	Identify notes on the bass staff Perform rhythms with dotted half notes Play the piano with good technique Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 3

<b>Unit Title:</b>	
3rds (Skips) on the Staff	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>MU:Pr4.3.7.a</b> - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>MU:Pr5.1.7.a</b> - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><b>MU:Pr6.1.7.a</b> - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Re9.1.6.a</b> - Apply teacher-provided criteria to evaluate musical works or performances.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p>Pr4.3 How do performers interpret musical works?</p> <p>Pr 5.1 How do musicians improve the quality of their performance?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Pr9.1 How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr5.1 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.</p> <p>Pr6.1 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.</p> <p>Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Playing, Visual, and Writing Assessments	~4 lessons
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Interval of a third, skips, steps, quarter rest	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Piano is easy, I don't have to read music
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.

**Differentiation through Universal Design for Learning**

UDL Indicator	Teacher Actions:
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>

**Supporting Multilingual/English Learners**

Related CELP standards:	Learning Targets:
<p>6-8.2</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>	<p>I CAN:</p> <p>Identify intervals of thirds on the staff</p> <p>Play rhythms with quarter rests</p> <p>Play melodies that have ties</p> <p>Play the piano with good technique</p> <p>Play the correct notes on the piano with both hands</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-4	Identify intervals of thirds on the staff Play rhythms with quarter rests Play melodies that have ties Play the piano with good technique Play the correct notes on the piano with both hands	Playing, Visual, and Writing Assessments	Faber Accelerated Piano Adventures, Unit 4

**Unit Title:**

Eighth Notes

**Relevant Standards: Bold indicates priority**

**MU:Pr4.3.7.a** - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7.a** - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

**MU:Pr6.1.7.a** - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

**MU:Re9.1.6.a** - Apply teacher-provided criteria to evaluate musical works or performances.

Essential Question(s):	Enduring Understanding(s):
<p>Pr4.3 How do performers interpret musical works?</p> <p>Pr 5.1 How do musicians improve the quality of their performance?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Pr9.1 How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr5.1 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.</p> <p>Pr6.1 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.</p> <p>Pr9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
Demonstration of Learning:	Pacing for Unit
Playing, Visual, and Writing Assessments	~ 4 lessons
Family Overview (link below)	Integration of Technology:
This unit provides a comprehensive introduction to the piano, focusing on developing fundamental piano skills, music reading abilities, technique, and musical expression.	Piano Keyboards, MusicFirst - Theory
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Mezzo piano, beamed eighth notes, phrasing, pick up notes, upbeats	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Piano is easy, I don't have to read music
Connections to Prior Units:	Connections to Future Units:
N/A	This course is scaffolded following the Advanced Learner Faber Book. Every unit is an extension of the previous one.

Differentiation through <a href="#">Universal Design for Learning</a>			
UDL Indicator		Teacher Actions:	
<p><b>Perception</b> 1.2 - Offer alternatives for auditory information</p> <p><b>Language and Symbols</b> 2.3 - Support decoding of text, mathematical notation, and symbols</p> <p><b>Comprehension</b> 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Physical Action</b> 4.1 - Vary the methods for response and navigation.</p> <p><b>Expression and Communication</b> 5.3 - Build Fluencies with Graduated levels of support and practice for performance</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> <li>- Multiple opportunities to listen to examples</li> <li>- Decoding of musical notation and symbols</li> <li>- Tonal and Rhythmic solfege and patterns</li> <li>- Alternative assessments, written and or performance</li> <li>- Allow time for practice and rehearsal</li> <li>- Develop ensemble playing</li> </ul>	
Supporting Multilingual/English Learners			
Related <a href="#">CELP standards:</a>		Learning Targets:	
<p>6-8.2</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions and ask questions</li> </ul> <p>6-8.3</p> <ul style="list-style-type: none"> <li>• communicate basic information using words and phrases acquired in conversations, reading, and being read to</li> </ul>		<p>I CAN:</p> <p>Play rhythms with eighth notes</p> <p>Play melodies that have pickup notes</p> <p>Play melodies with appropriate phrasing</p> <p>Play the piano with good technique</p> <p>Play the correct notes on the piano with both hands</p>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1-4	<p>Play rhythms with eighth notes</p> <p>Play melodies that have pickup notes</p> <p>Play melodies with appropriate phrasing</p> <p>Play the piano with good technique</p> <p>Play the correct notes on the piano with both hands</p>	<p>Playing, Visual, and Writing Assessments</p>	<p>Faber Accelerated Piano Adventures, Unit 4</p>

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Acting for Camera and Voice</b>	Theater	<b>9-12 BAIMS</b>	0.5
<b>Course Description:</b>			
<p>This course introduces students to the fundamental skills and theories of acting for the camera. Further emphasis will be given to developing the voice skills to be able to do voice-over work and tell a story with their voice, including dialect and accents. Students will be required to perform in front of their peers and will create and share recorded projects.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
<b>Cameras</b> <b>Green Screen</b> <b>Digital Voice Recorders</b>		<p><b>Meaningfully contribute to a global society</b>  <b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ability to work effectively and respectfully with diverse teams</li> <li>• Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work and value the individual contributions made by each team member</li> </ul> <p><b>Successfully Employ Skills for</b>  <b>Self-Sufficiency</b>  <b>GOAL DIRECTED</b></p> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria</li> <li>• Use time and financial resources wisely to meet goals, complete tasks, and manage projects</li> <li>• Balance tactical (short-term) goals</li> <li>• Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</li> </ul> <p><b>Effectively Communicate in a Global Society</b>  <b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> </ul>	

	<ul style="list-style-type: none"> <li>Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>	<b>Link to Completed Equity Audit</b>
<b>Unit Links</b>	
<i>If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit</i>	
<b>District Learning Expectations and Standards</b>	<b>2</b>
<b>Introduction to Vocal Acting</b>	<b>3</b>
<b>The Voice Actor</b>	<b>5</b>
<b>Introduction to Film Analysis</b>	<b>6</b>
<b>Acting for the Camera</b>	<b>9</b>
<b>Putting it Together - Vocal and/or Camera Final Project</b>	<b>11</b>

<b>Standard Matrix</b>					
<b>District Learning Expectations and Standards</b>	<a href="#"><u>Introduction to Vocal Acting</u></a>	<a href="#"><u>The Voice Actor</u></a>	<a href="#"><u>Introduction to Film Analysis</u></a>	<a href="#"><u>Acting for the Camera</u></a>	<a href="#"><u>Putting it Together - Vocal and/or Camera Final Project</u></a>
<b>Creating</b>					
TH:Cr1.1 Generate and conceptualize artistic ideas and work.		x			x
TH:Cr2.1 Organize and develop artistic ideas and work.		x		x	x
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.					x
<b>Performing</b>					
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		x		x	x

TH:Pr5.1 Develop and refine artistic techniques and work for presentation.					x
TH:Pr6.1 Convey meaning through the presentation of artistic work.					x
<b>Respond</b>					
TH:Re7.1 Perceive and analyze artistic work.			x		
TH:Re8.1 Interpret intent and meaning in artistic work.	x		x		
TH:Re9.1 Apply criteria to evaluate artistic work.	x				
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.					
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x				
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					

**Unit Title:**

# Introduction to Vocal Acting

**Relevant Standards: Bold indicates priority**

**TH:Re8.1.HSI a.** Analyze and compare artistic choices developed from personal experiences in multiple drama/theater works.

**TH:Cn11.1.HSI a.** Explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work.

**TH:Re9.1.HSI b.** Consider the aesthetics of the production elements in a drama/theater work.

**Essential Question(s):**

TH:Re8.1 How can the same work of art communicate different messages to different people?  
 TH:Cn11.1 What happens when theater artists allow an

**Enduring Understanding(s):**

TH:Re9.1 Theater artists apply criteria to investigate, explore, and assess drama and theater work.  
 TH:Cn11.1 Theater artists allow awareness of

<p>understanding of themselves and the world to inform perceptions about theater and the purpose of their work?            TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	<p>interrelationships between self and others to influence and inform their work.            TH:Re8.1 Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Successful marking of the script and completion of an audio recording with clear diction and intentional choices of tone and inflection.	8 80-minute class periods
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Audio Playback</i> <i>Recording device</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Language and Symbols</b>            2.5 Illustrate through multiple media  <b>Physical Action</b>            4.1 Vary the methods for response and navigation  <b>Expression and Communication</b>            5.1 Use multiple media for communication            5.2 Use multiple tools for construction and composition  <b>Sustaining Effort and Persistence</b>            8.3 Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Encourage different media for presentation</li>   <li>- Provide opportunity for group collaboration</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
9-12.2 <ul style="list-style-type: none"> <li>● Actively listen to others</li> <li>● Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> 9-12.3 <ul style="list-style-type: none"> <li>● Deliver oral presentations</li> </ul> 9-12.10	

<ul style="list-style-type: none"> <li>Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 1 - Voice	What makes a voice a “good voice”	Participation Exit slip Lesson: Journal, Warmup, Breathing/Diaphragm lesson, Projection lesson	
Day 2 - Resonation	Understanding resonators and echo	Participation Exit slip Lesson: Journal, Warmup, Resonance activities	
Day 3 - Articulation	Understanding how the tongue, teeth and lips create consonant sounds and how an actor uses articulation to be understood	Participation Exit slip Lesson: Journal, Warmup, Articulation lecture/activities, Tongue Twisters	
Day 4 - Inflection and tone	Understanding how inflection and tone can change the meaning of a text	Participation Exit slip Lesson: Journal, Warmup, Inflection exercises Tone exercises	
Day 5 - Vocal analysis	To compare and understand how different actors’ voices and tone evoke different feelings and meaning to text	Participation Exit slip Lesson: Journal, Warmup, Listen to audio recordings of short stories/audiobooks to compare actors’ vocal qualities	Audio recordings Speaker Audio player
Day 6-8 Short story performance	Analyze a short story/children’s book for characterization and emphatic moments - pauses, increased volume, varied pacing. Record the audio of a short story or children’s book to show mastery and understanding of articulation, inflection and tone	Successful marking of the script and completion of an audio recording with clear diction and intentional choices of tone and inflection.	Midi lab/Recording Studio

**Unit Title:**

# The Voice Actor

## Relevant Standards: **Bold indicates priority**

**TH:Pr4.1.HSII.b** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theater work.

**TH:Cr1.1.HSII.c** - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theater work.

**TH:Cr2.HSII.b** Cooperate as a team to make interpretive choices for a drama/theater work.

### Essential Question(s):

TH:Pr4.1 Why are strong choices essential to interpreting a drama or theater piece?  
 TH:Cr1.1 What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?  
 TH:Cr2 How, when, and why do theater artists' choices change?

### Enduring Understanding(s):

TH:Pr4.1 Theater artists make strong choices to effectively convey meaning.  
 TH:Cr1.1 Theater artists rely on intuition, curiosity, and critical inquiry.  
 TH:Cr2 Theater artists work to discover different ways of communicating meaning.

### Demonstration of Learning:

- Performance of a Shel Silverstein poem giving the character a strong voice
- Students will write and perform a radio play including sound effects and strong choices in successful character creation and performance

### Pacing for Unit

5-6 80 minute class periods

### Family Overview (link below)

### Integration of Technology:

*Audio Playback*  
*Recording device*  
*Sound Effect Library*

### Unit-specific Vocabulary:

### Aligned Unit Materials, Resources, and Technology (beyond core resources):

### Opportunities for Interdisciplinary Connections:

### Anticipated misconceptions:

### Connections to Prior Units:

### Connections to Future Units:

## Differentiation through [Universal Design for Learning](#)

### UDL Indicator

### Teacher Actions:

**Language and Symbols**  
 2.5 Illustrate through multiple media  
**Physical Action**

- Encourage different media for presentation

<p>4.1 Vary the methods for response and navigation</p> <p><b>Expression and Communication</b></p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p> <p><b>Sustaining Effort and Persistence</b></p> <p>8.3 Foster collaboration and community</p>	- Provide opportunity for group collaboration
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**Supporting Multilingual/English Learners**

**Related CELP standards:**

**Learning Targets:**

- 9-12.2
- Actively listen to others
  - Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary
- 9-12.3
- Deliver oral presentations
- 9-12.10
- Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 - Creating a voice for a character	Students will create a specific character voice, considering volume, rate and pitch	Performance of a Shel Silverstein poem giving the character a strong voice	Where the Sidewalk Ends Audio recorder
Lesson 2 - 5 Creating a radio play	Students will perform a scripted radio play based on a children's book or short story	Students will write and perform a radio play including sound effects and strong choices in successful character creation and performance	Sound system Sound effects library or internet options Short story collection Children's book collection

**Unit Title:**

# Introduction to Film Analysis

**Relevant Standards: Bold indicates priority**

- TH:Re7.1.HSI.a** - Respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices.
- TH:Re8.1.HSI.c** - Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theater work.
- TH:Re8.1.HSII.a** - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theater work.

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p>TH:Re7.1 How do theater artists comprehend the essence of drama processes and theater experiences?</p> <p>TH:Re8.1 How can the same work of art communicate different messages to different people?</p> <p>TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	<p>Re7.1 theater artists reflect to understand the impact of drama processes and theater</p> <p>Re8.1 theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics</p> <p>TH:Re9.1 theater artists apply criteria to investigate, explore, and assess drama and theater work.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>Students will complete a film analysis project analyzing a scene and describing the visual impact and emotional engagement in the scene based on the elements.</p>	<p>8 classes of 80 minutes</p>
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<p>The Film Analysis unit will give students an understanding of the elements of movie production in order to establish the environment in which they will be performing.</p>	<p><i>Slide Deck</i></p>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Visual Literacy          Mise-en-scene          Setting          Location          Set Dressing          Props          VFX (Visual effects)          CGI          High-Key Lighting          Low-Key Lighting          Three-Point Lighting          Back Light          Under Light          Top Light          Ambient Light          Body Language          Composition          Lead Room          Rule of Thirds          Symmetry          Negative Space</p>	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<p>Creative Construction          Art</p>	<p>Film is the same as stage acting. The amount of thought and consideration put into technical film elements.</p>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	

UDL Indicator	Teacher Actions:
<p><b>Language and Symbols</b> 2.5 Illustrate through multiple media</p> <p><b>Physical Action</b> 4.1 Vary the methods for response and navigation</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Sustaining Effort and Persistence</b> 8.3 Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Encourage different media for presentation</li>   <li>- Provide opportunity for group collaboration</li> </ul>

**Supporting Multilingual/English Learners**

Related CELP standards:	Learning Targets:
<p>9-12.2</p> <ul style="list-style-type: none"> <li>• Actively listen to others</li> <li>• Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> <p>9-12.3</p> <ul style="list-style-type: none"> <li>• Deliver oral presentations</li> </ul> <p>9-12.10</p> <ul style="list-style-type: none"> <li>• Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>	<p>I can describe and understand production elements that make up a film.</p> <p>I can understand how the production elements of a film create visual impact and emotional engagement in its scenes.</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 What is Mise-en-scène?	In this lesson, students will discuss the difference between film and theater, identify their prior knowledge of film, and identify the definition of mise-en-scène.	Lesson 1 Exit Slip Notetaker	<a href="#">Slide Deck</a>
2 Mise-en-scène: Setting & Location	In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The first elements are setting and location. Students will apply their knowledge of how location helps visualize the story and create impact.	Mise-en-scène Activity Worksheet	<a href="#">Slide Deck</a>
3 Mise-en-scène: Lighting	In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is lighting. Students will apply their knowledge of how lighting helps visualize the story and create impact.	Lighting Analysis activity worksheet	<a href="#">Slide Deck</a>

<p>4 Mise-en-scène: Costumes</p>	<p>In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is costumes. Students will apply their knowledge of how costumes help visualize the story and create impact.</p>	<p>Costume design activity and presentation</p>	<p><a href="#">Slide Deck</a></p>
<p>5 Mise-en-scène: Acting</p>	<p>In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is acting. Students will apply their knowledge of how acting helps visualize the story and create impact.</p>	<p>Acting Activity worksheet</p>	<p><a href="#">Slide Deck</a></p>
<p>6 Mise-en-scène: Composition</p>	<p>In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is composition. Students will apply their knowledge of how composition helps to visualize the story and create impact.</p>	<p>Composition Activity worksheet</p>	<p><a href="#">Slide Deck</a></p>
<p>7 Mise-en-scène: Culminating Activity</p>	<p>In this lesson, students will demonstrate what they have learned about mise-en-scène with a culminating analysis activity. Students will analyze a scene from a film, identify elements of mise-en-scène, and determine the visual impact and emotional engagement in the scene based on the elements.</p>	<p>Culminating analysis activity. Students will analyze a scene from a film, identify elements of mise-en-scène, and determine the visual impact and emotional engagement in the scene based on the elements.</p>	<p><a href="#">PROJECT LINK</a></p>

**Unit Title:**

# Acting for the Camera

## Relevant Standards: **Bold indicates priority**

**TH:Cr2.HSI.b** - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theater work.

**TH:Pr4.1.HSI.b** - Shape character choices using given circumstances in a drama/theater work.

## Essential Question(s):

TH:Cr2 How, when, and why do theater artists' choices change?  
 TH:Pr4.1 Why are strong choices essential to interpreting a drama or theater piece?

## Enduring Understanding(s):

TH:Cr2 theater artists work to discover different ways of communicating meaning  
 TH:Pr4.1 : theater artists make strong choices to effectively convey meaning

## Demonstration of Learning:

Edit  
 Eye Line  
 Frame  
 Green Screen  
 Long Shot  
 Mark  
 "Mark it"  
 Master Shot  
 Medium Shot  
 180 Degree Rule  
 Pan  
 POV Shot  
 Reaction Shot

## Pacing for Unit

7-8 Class Periods

## Family Overview (link below)

In this unit students will analyze, understand and demonstrate the difference between acting for the camera and acting on stage.

## Integration of Technology:

*Video Cameras*  
*Editing Suite*

## Unit-specific Vocabulary:

Action  
 Boom  
 Bounce Card  
 The Call  
 Cheat  
 Clappboard  
 Close-up  
 Continuity  
 Coverage  
 Cut  
 Dailies  
 Dolly Shot  
 Dubbing

Edit  
 Eye Line  
 Frame  
 Green Screen  
 Long Shot  
 Mark  
 "Mark it"  
 Master Shot  
 Medium Shot  
 180 Degree Rule  
 Pan  
 POV Shot  
 Reaction Shot  
 Safety  
 Shot/Take

"Speed"  
 Tilt  
 A Wrap

## Aligned Unit Materials, Resources, and Technology (beyond core resources):

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>Language and Symbols</b> 2.5 Illustrate through multiple media <b>Physical Action</b> 4.1 Vary the methods for response and navigation <b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition <b>Sustaining Effort and Persistence</b> 8.3 Foster collaboration and community		<ul style="list-style-type: none"> <li>- Encourage different media for presentation</li>   <li>- Provide opportunity for group collaboration</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
9-12.2 <ul style="list-style-type: none"> <li>• Actively listen to others</li> <li>• Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> 9-12.3 <ul style="list-style-type: none"> <li>• Deliver oral presentations</li> </ul> 9-12.10 <ul style="list-style-type: none"> <li>• Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>		What are the differences between acting for the stage and acting for the camera?	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1 Difference between Stage and Film Acting	Students will be able to identify some of the major differences between acting for the stage and the camera. They will also be introduced to terms used on film sets and for acting for the camera and be ready to use those terms in upcoming projects.	Quiz: Acting for the Camera Vocabulary and Some Differences Between Film and Stage Acting Journal	Acting for the Camera <a href="#">Vocabulary Slide Deck</a>
2 Exercises in Acting for the Camera	Students will watch some of a workshop in acting for the camera and do some exercises that help them practice some of the differences between stage acting and film acting.	Observation of understanding and exit slip	Michael Caine—Acting in Film Part 1: <a href="https://www.youtube.com/watch?v=ibzR9_N1pQ">https://www.youtube.com/watch?v=ibzR9_N1pQ</a> Michael Caine—Acting in Film Part 2: <a href="https://www.youtube.com/watch?v=6JFYyyHeeT0">https://www.youtube.com/watch?v=6JFYyyHeeT0</a>

3 Finding Your Quality	Students will gain an understanding of their “type” on screen and how they present themselves on film.	Recording and analyzing a conversation in order to establish understanding of character traits.	Video Cameras
4 Film commercials	Students will apply what they’ve learned in filmed commercials	Planning and recording a commercial	Video Cameras

<b>Unit Title:</b>	
<h1>Putting it Together - Vocal and/or Camera Final Project</h1>	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>TH:Cr1.1.HSII.c</b> - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theater work.</p> <p><b>TH:Cr2.HSII.b</b> - Cooperate as a team to make interpretive choices for a drama/theater work.</p> <p><b>TH:Cr3.HSII.c</b> - Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theater work.</p> <p><b>TH:Pr4.1.HSI.a</b> - Examine how character relationships assist in telling the story of a drama/theater work.</p> <p><b>TH:Pr5.1.HSII.a</b> - Refine a range of acting skills to build a believable and sustainable drama/theater work.</p> <p><b>TH:Pr6.1.HSII.a</b> - Present a drama/theater work using creative processes that shape the production for a specific audience.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p>TH:Cr1 What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?</p> <p>TH:Cr2 How, when, and why do theater artists’ choices change?</p> <p>TH:Cr3 How do theater artists transform and edit their initial ideas?</p> <p>TH:Pr4 Why are strong choices essential to interpreting a drama or theater piece?</p> <p>TH:Pr5 What can I do to fully prepare a performance?</p> <p>TH:Pr6 What happens when theater artists and audiences share a creative experience?</p>	<p>TH:Cr1 Theater artists rely on intuition, curiosity, and critical inquiry.</p> <p>TH:Cr2 theater artists work to discover different ways of communicating meaning.</p> <p>TH:Cr3 Theater artists refine their work and practice their craft through rehearsal.</p> <p>TH:Pr4 Theater artists make strong choices to effectively convey meaning.</p> <p>TH:Pr5 Theater artists develop personal processes and skills for a performance.</p> <p>TH:Pr6 Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>How do actors create authentic characters?</p> <p>How does the acting influence a movie?</p> <p>How does the pacing and organization of the storyline influence a movie?</p> <p>What makes a good movie or audio performance?</p>	8-10 80-minute class periods



	characters and make strong choices in order to portray their characters with authenticity. Students will use technology to embed sound effects and visual effects in their projects.		
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Playwriting</b>	Theater	<b>9-12 BAIMS</b>	0.5
<b>Course Description:</b>			
This course introduces students to dramatic writing for stage. Essential learning processes in the course include scene and dialogue craft exercises, developing strong characters and viable narrative structures, critical reading of plays, and responding constructively to other student work. Students may be required to perform from original scenes.			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
		<p><b>Meaningfully contribute to a global society</b> COLLABORATION</p> <ul style="list-style-type: none"> <li>• Demonstrates ability to work effectively and respectfully with diverse teams</li> <li>• Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work and value the individual contributions made by each team member</li> </ul> <p><b>Successfully Employ Skills for Self-Sufficiency</b> GOAL DIRECTED</p> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria</li> <li>• Use time and financial resources wisely to meet goals, complete tasks, and manage projects</li> <li>• Balance tactical (short-term) goals</li> <li>• Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</li> </ul> <p><b>Effectively Communicate in a Global Society</b> COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> <li>• Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>	
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/pre-requisites</i>		<b>Link to Completed Equity Audit</b>	
<b>Standard Matrix</b>			

District Learning Expectations and Standards	<a href="#">What is a Play?</a>	<a href="#">One Acts</a>	<a href="#">Young Playwrights Festival</a>
<b>Creating</b>			
TH:Cr1.1 Generate and conceptualize artistic ideas and work.			x
TH:Cr2.1 Organize and develop artistic ideas and work.			x
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.			x
<b>Performing</b>			
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.			x
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.			x
TH:Pr6.1 Convey meaning through the presentation of artistic work.			x
<b>Respond</b>			
TH:Re7.1 Perceive and analyze artistic work.		x	
TH:Re8.1 Interpret intent and meaning in artistic work.	x	x	
TH:Re9.1 Apply criteria to evaluate artistic work.	x		
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.			
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x		
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			

**Unit Links**

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

What is a Play?	2
One Acts	4
Young Playwrights Festival	6

**Unit Title:**

# What is a Play?

**Relevant Standards: Bold indicates priority**

**TH:Re8.1.HSI a.** Analyze and compare artistic choices developed from personal experiences in multiple drama/theater works.

**TH:Cn11.1.HSI a.** Explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work.

**TH:Re9.1.HSI b.** Consider the aesthetics of the production elements in a drama/theater work.

**Essential Question(s):**

TH:Re8.1 How can the same work of art communicate different messages to different people?  
 TH:Cn11.1 What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?  
 TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?

**Enduring Understanding(s):**

TH:Re9.1 Theater artists apply criteria to investigate, explore, and assess drama and theater work.  
 TH:Cn11.1 Theater artists allow awareness of interrelationships between self and others to influence and inform their work.  
 TH:Re8.1 Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

**Demonstration of Learning:**

**Pacing for Unit**

Students create original monologues, dialogues, and short plays	15 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>CHARACTER: who the actor pretends to be. (Characters want things. They have goals and objectives.)</p> <p>DIALOGUE: a conversation between two or more characters.</p> <p>CONFLICT: obstacles that get in the way of a character achieving what he or she wants. What the characters struggle against.</p> <p>SCENE: a single situation or unit of dialogue in a play.</p> <p>STAGE DIRECTIONS: messages from the playwright to the actors, technicians, and others in the theater telling them what to do and how to do it.</p> <p>SETTING: time and place of a scene.</p> <p>BIOGRAPHY: a character's life story that a playwright creates.</p> <p>MONOLOGUE: a long speech one character gives on stage.</p> <p>DRAMATIC ACTION: an explanation of what the characters are trying to do.</p> <p>BEAT: a smaller section of a scene, divided where a shift in emotion or topic occurs.</p> <p>PLOT: the structure of a play, including exposition, rising action, climax, falling action, and denouement.</p> <p>EXPOSITION: the beginning part of a plot that provides important background information.</p> <p>RISING ACTION: the middle part of a plot, consisting of complications and discoveries that create conflict. CLIMAX: the turning point in a plot.</p> <p>FALLING ACTION: the series of events following the climax of a plot.</p> <p>DENOUEMENT: the final resolution of the conflict in a plot.</p>	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students will write plays for acting class/ELA editing and revising etc	
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Comprehension</b> 3.3 Guide information processing and visualization.</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p>	<ul style="list-style-type: none"> <li>- Provide alternative modalities for presenting written work</li> </ul>

<b>Sustaining Effort and Persistence</b> 8.3 Foster collaboration and community		- Provide opportunity for collaboration	
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>		<b>Learning Targets:</b>	
9-12.3 <ul style="list-style-type: none"> <li>Compose written narratives or informational texts.</li> </ul> 9-12.4 <ul style="list-style-type: none"> <li>Use academic and domain specific vocabulary</li> </ul> 9-12.7 <ul style="list-style-type: none"> <li>Adapt language choices to task and audience with emerging control</li> </ul> 9-12.9 <ul style="list-style-type: none"> <li>Explain a brief sequence of events, process, description, or compare and contrast.</li> </ul> 9-12.10 <ul style="list-style-type: none"> <li>Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>			
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1 - Monologue	I can use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	-Students choose a monologue to memorize/perform. -Students then write their own monologue to memorize/perform.	<a href="http://www.monologueblogger.com">www.monologueblogger.com</a>
2 - Dialogue	I can apply basic research to construct ideas about the visual composition of a drama/theatre work.	Dialogue thoroughly reveals character, traits, personalities, conflict, and mood, and is consistent with style and period. The dialogue feels authentic, and character voice is consistent and cohesive throughout the dramatic action	<a href="https://www.palmbeachdramaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf">https://www.palmbeachdramaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf</a>
3 - Plays	I can cooperate as a creative team to make interpretive choices for a drama/theatre work.	Original presentation of a story, with strong creativity and vision apparent. Research into the story's topics, themes, or period is clear. Setting supports character, theme, and story.	
4 - Table Reads/Read-Thrus	I can practice and revise a devised or scripted drama/theatre work using theatrical staging conventions	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	

5 - Staged Readings	I can use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
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**Unit Title:**

# One Acts

**Relevant Standards: Bold indicates priority**

**TH:Re7.1.HSI.a** - Respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices.  
**TH:Re8.1.HSI.c** - Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theater work.  
**TH:Re8.1.HSII.a** - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theater work.

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
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<p>TH:Re7.1 How do theater artists comprehend the essence of drama processes and theater experiences?          TH:Re8.1 How can the same work of art communicate different messages to different people?          TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	<p>Re7.1 theater artists reflect to understand the impact of drama processes and theater          Re8.1 theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics          TH:Re9.1 theater artists apply criteria to investigate, explore, and assess drama and theater work.</p>
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<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
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13 classes

<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
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*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
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CHARACTER: who the actor pretends to be. (Characters want things. They have goals and objectives.) DIALOGUE: a conversation between two or more characters.  
 CONFLICT: obstacles that get in the way of a character achieving what he or she wants. What the characters struggle against.  
 SCENE: a single situation or unit of dialogue in a play. STAGE DIRECTIONS: messages from the playwright to the actors, technicians, and others in the theater telling them what to do and how to do it.  
 SETTING: time and place of a scene.

<p>BIOGRAPHY: a character's life story that a playwright creates.  MONOLOGUE: a long speech one character gives on stage.  DRAMATIC ACTION: an explanation of what the characters are trying to do.  BEAT: a smaller section of a scene, divided where a shift in emotion or topic occurs.  PLOT: the structure of a play, including exposition, rising action, climax, falling action, and denouement.  EXPOSITION: the beginning part of a plot that provides important background information.  RISING ACTION: the middle part of a plot, consisting of complications and discoveries that create conflict. CLIMAX: the turning point in a plot.  FALLING ACTION: the series of events following the climax of a plot.  DENOUEMENT: the final resolution of the conflict in a plot.</p>	
	<b>Anticipated misconceptions:</b>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Comprehension</b>  3.3 Guide information processing and visualization.  <b>Expression and Communication</b>  5.1 Use multiple media for communication  5.2 Use multiple tools for construction and composition  <b>Sustaining Effort and Persistence</b>  8.3 Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Provide alternative modalities for presenting written work</li> <li>- Provide opportunity for collaboration</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<p>9-12.3</p> <ul style="list-style-type: none"> <li>● Compose written narratives or informational texts.</li> </ul> <p>9-12.4</p> <ul style="list-style-type: none"> <li>● Use academic and domain specific vocabulary</li> </ul> <p>9-12.7</p> <ul style="list-style-type: none"> <li>● Adapt language choices to task and audience with emerging control</li> </ul> <p>9-12.9</p> <ul style="list-style-type: none"> <li>● Explain a brief sequence of events, process, description, or compare and contrast.</li> </ul> <p>9-12.10</p> <ul style="list-style-type: none"> <li>● Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs,</li> </ul>	

conjunctions, and preposition phrases			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 - One Act Writing	I can cooperate as a creative team to make interpretive choices for a drama/theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	<a href="https://www.palmbeachdr amaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf">https://www.palmbeachdr amaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf</a>
2 - Table Reads/Read Thrus	I can practice and revise a devised or scripted drama/theatre work using theatrical staging conventions	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
3-Revising	I can refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
4- Staged Reading/ Submissions	I can refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	

**Unit Title:**

# Young Playwrights Festival

**Relevant Standards: Bold indicates priority**

**TH:Cr1.1.HSII.c** - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theater work.

**TH:Cr2.HSII.b** - Cooperate as a team to make interpretive choices for a drama/theater work.

**TH:Cr3.HSII.c** - Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theater work.

**TH:Pr4.1.HSI.a** - Examine how character relationships assist in telling the story of a drama/theater work.

**TH:Pr5.1.HSII.a** - Refine a range of acting skills to build a believable and sustainable drama/theater work.

**TH:Pr6.1.HSII.a** - Present a drama/theater work using creative processes that shape the production for a specific audience.

Essential Question(s):	Enduring Understanding(s):
<p>TH:Cr1 What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?</p> <p>TH:Cr2 How, when, and why do theater artists' choices change?</p> <p>TH:Cr3 How do theater artists transform and edit their initial ideas?</p> <p>TH:Pr4 Why are strong choices essential to interpreting a drama or theater piece?</p> <p>TH:Pr5 What can I do to fully prepare a performance?</p> <p>TH:Pr6 What happens when theater artists and audiences share a creative experience?</p>	<p>TH:Cr1 Theater artists rely on intuition, curiosity, and critical inquiry.</p> <p>TH:Cr2 theater artists work to discover different ways of communicating meaning.</p> <p>TH:Cr3 Theater artists refine their work and practice their craft through rehearsal.</p> <p>TH:Pr4 Theater artists make strong choices to effectively convey meaning.</p> <p>TH:Pr5 Theater artists develop personal processes and skills for a performance.</p> <p>TH:Pr6 Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students submit a final piece to the Young Playwrights Festival competition</p>	<p>17 classes</p>
Family Overview (link below)	Integration of Technology:
	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>CHARACTER: who the actor pretends to be. (Characters want things. They have goals and objectives.) DIALOGUE: a conversation between two or more characters.</p> <p>CONFLICT: obstacles that get in the way of a character achieving what he or she wants. What the characters struggle against.</p> <p>SCENE: a single situation or unit of dialogue in a play. STAGE DIRECTIONS: messages from the playwright to the actors, technicians, and others in the theater telling them what to do and how to do it.</p> <p>SETTING: time and place of a scene.</p> <p>BIOGRAPHY: a character's life story that a playwright creates.</p> <p>MONOLOGUE: a long speech one character gives on stage.</p> <p>DRAMATIC ACTION: an explanation of what the characters are trying to do.</p> <p>BEAT: a smaller section of a scene, divided where a shift in emotion or topic occurs.</p> <p>PLOT: the structure of a play, including exposition, rising action, climax, falling action, and denouement.</p> <p>EXPOSITION: the beginning part of a plot that provides important background information.</p> <p>RISING ACTION: the middle part of a plot, consisting of complications and discoveries that create conflict. CLIMAX: the turning point in a plot.</p> <p>FALLING ACTION: the series of events following the climax of a plot.</p> <p>DENOUEMENT: the final resolution of the conflict in a plot.</p>	

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Students will write plays for The Young Playwrights Festival @ The Eugene O'Neill Theater Center			
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>Comprehension</b> 3.3 Guide information processing and visualization. <b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition <b>Sustaining Effort and Persistence</b> 8.3 Foster collaboration and community		<ul style="list-style-type: none"> <li>- Provide alternative modalities for presenting written work</li> <li>- Provide opportunity for collaboration</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
9-12.3 <ul style="list-style-type: none"> <li>• Compose written narratives or informational texts.</li> </ul> 9-12.4 <ul style="list-style-type: none"> <li>• Use academic and domain specific vocabulary</li> </ul> 9-12.7 <ul style="list-style-type: none"> <li>• Adapt language choices to task and audience with emerging control</li> </ul> 9-12.9 <ul style="list-style-type: none"> <li>• Explain a brief sequence of events, process, description, or compare and contrast.</li> </ul> 9-12.10 <ul style="list-style-type: none"> <li>• Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>			
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1 - Intro to playwrights competition	I can synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	Original presentation of a story, with strong creativity and vision apparent. Research into the story's topics, themes, or period is clear. Setting supports character, theme, and story.	<a href="https://www.palmbeachdr.amaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf">https://www.palmbeachdr.amaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf</a>
2-Writing	I can use research and script analysis to revise physical, vocal, and physiological	Original presentation of a story, with strong creativity	

	choices impacting the believability and relevance of a drama/ theatre work.	and vision apparent. Research into the story's topics, themes, or period is clear. Setting supports character, theme, and story.	
3-Reading	I can present a drama/theatre work using creative processes that shape the production for a specific audience.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
4-Revising	I can use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
5-Final Readings/ Submission	I can use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Physical Education	Physical Education	6-8	

**Course Description:**

The curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. Students will participate in activities that promote social-emotional well being while working on improving physical fitness and team building skills. They will be given a solid foundation which will extend into an opportunity to develop intermediate and advanced skills. An emphasis will be placed on the importance of a healthy lifestyle and physical fitness to address the increase in childhood diseases. Students will assess personal needs, interests, abilities and opportunities related to physical fitness with a focus on personal improvement.

The curriculum is designed to allow students to select from a variety of activities which include:

1. Team sports: ex. Soccer, Basketball, Volleyball
2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities.
3. Lifetime, leisure activities, e.g. Badminton, pickleball, and backyard games.

**Aligned Core Resources:**

None

**Connection to the [BPS Vision of the Graduate](#)**

**Health Literacy**

- Information and services in ways that enhance overall health, and physical activity
- Understand preventative physical and mental health measures, including proper diet, exercise, risk avoidance, and stress reduction.
- Understand basic public health and safety issues

**Additional Course Information:**

*Knowledge/Skill Dependent courses/prerequisites*

Link to [Completed Equity Audit](#)

**Standard Matrix**

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

District Learning Expectations and Standards	Physical Fitness	Team Sports	Individual Activities	Lifetime Activities	Cooperative Games
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns	S	P	P	S	S

S1.H1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).	S	S	P	P	P
S1.H3 Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	P	S	S	S	S
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	S	P	P	S	S
S2.H1 Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	S	P	P	P	S
S2.H2 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S	P	P	S	S
S2.H3 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.	S	S	P	S	S
S2.H5 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.	S	P	P	S	S
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	P	S	S	S	S
S3.H1 Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) Demonstrates the ability to investigate the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	P	S	S	S	S

S3.H2.L1 Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	P	S	S	S	S
S3.H3.L1 Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold.	P	S	S	S	S
S3.H4.L1 Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.	P	S	S	S	S
S3.H5.L1 Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	P	S	S	P	S
S3.H6 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	P	S	S	P	S
S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights.36	P	S	S	S	S
S3.H8.L1 Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.	P	S	S	S	S
S3.H9.L1 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	P	S	S	S	S
S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)	P	S	S	S	S
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.	S	S	S	S	P

S4.H2 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance	S	P	S	S	P
S4.H3 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics	S	P	S	S	P
S4.H4 Demonstrates the ability to solve problems and think critically in physical activity and/or dance setting, both as an individual and in groups.	S	P	P	P	S
S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	P	S	S	P	S
S5.H1 Demonstrates the ability to analyze the health benefits of a self-selected physical activity.	P	S	S	P	S
S5.H2 Challenge is a focus in Level 2.	P	S	S	P	S
S5.H3 Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment	P	S	S	P	S
S5.H4 Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.	P	S	S	P	S

### Unit Links

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2. Team Sports	8
3. Individual Sports	17
4. Lifetime Activities	21
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<b>Unit Title:</b>	
<b>1. Physical Fitness</b>	
<b>Relevant Standards: Bold indicates priority</b>	
3. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How can I improve my physical fitness?	Students will be able to demonstrate their understanding of the 4 fitness components, and the importance of exercising 3-5 times per week.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>I can strengthen my abdominals by performing a curl up with good form.</p> <p>I can identify the four components of fitness.</p> <p>I can strengthen my upper body by performing a push up with good form.</p> <p>I can strengthen my heart by participating in a cardiorespiratory activity.</p> <p>I can increase my flexibility by performing stretching activities.</p> <p>I can challenge myself to reach my fitness goals</p>	10 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Unit 1 Physical Fitness Family Overview</a>	<i>Teacher discretion</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Muscular strength</p> <p>Muscular endurance</p> <p>Cardiovascular endurance</p> <p>Flexibility</p> <p>Interval training</p> <p>FITT principle</p> <p>Hamstring</p> <p>Pectoral muscles</p> <p>Abdominals</p> <p>Pacing</p>	<p><a href="#">CT Physical Fitness Test manual</a></p> <p><a href="#">CT Physical Fitness Test related sources</a></p> <p><a href="#">How to write a SMART goal</a></p>

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Students can chart their improvements in the four fitness components of the CT physical fitness test.		Students may be discouraged depending on their prior years' score.  Students may not enjoy participating in the CT Physical Fitness Test.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Scaffolding from previous years/lessons during physical fitness unit		Endurance, strength, and flexibility are utilized during all future units of instruction.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>9.3 Develop self assessment and reflection</b>		Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely.	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
6-8.10 Make accurate use of standard English to communicate in grade appropriate speech and writing.		I can communicate with my classmates and teachers.	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Lesson Examples</b>
1-5 (Pre-test)	<p>I can demonstrate/explain the proper technique of a curl up.</p> <p>I can demonstrate/explain the proper technique of a push up.</p> <p>I can demonstrate/explain the proper technique of flexibility.</p> <p>I can demonstrate my understanding of pace by appropriately adjusting my speed during the Pacer Test.</p> <p>I can create SMART goals to improve my fitness scores.</p>	<p>Student performs the curl ups according to the requirements of the CT Physical Fitness Test.</p> <p>Student performs the push ups according to the requirements of the CT Physical Fitness Test.</p> <p>The Student performs the sit and reach test correctly according to the requirements of the CT Physical Fitness Test.</p> <p>The Student is able to pace themselves correctly when completing the Pacer Test.</p> <p>The Student is able to create a SMART goal to track their fitness level</p>	<p>CT Physical Fitness Test</p> <ul style="list-style-type: none"> <li>● Curls ups <ul style="list-style-type: none"> <li>○ Must reach 4 inches</li> <li>○ Head touches crinkle paper after every curl up</li> <li>○ Elbow straight, knees bent</li> <li>○ Stay on cadence</li> </ul> </li> <li>● Push ups <ul style="list-style-type: none"> <li>○ Arms bent at 90 degrees</li> <li>○ Stay on cadence</li> </ul> </li> <li>● Sit and Reach test <ul style="list-style-type: none"> <li>○ One leg bent, other leg straight</li> <li>○ End of fingers even with each other</li> </ul> </li> <li>● Pacer test <ul style="list-style-type: none"> <li>○ Must reach</li> </ul> </li> </ul>

		throughout the year.	designated side before beep
6-10 (Post-Test)	<p>I can demonstrate/explain the proper technique of a curl up.</p> <p>I can demonstrate/explain the proper technique of a push up.</p> <p>I can demonstrate/explain the proper technique of flexibility.</p> <p>I can demonstrate my understanding of pace by appropriately adjusting my speed during the Pacer Test.</p> <p>I can analyze and evaluate SMART goals to improve my fitness scores.</p>	<p>Student performs the curl ups according to the requirements of the CT Physical Fitness Test.</p> <p>Students perform the push ups according to the requirements of the CT Physical Fitness Test.</p> <p>Students perform the sit and reach test correctly according to the requirements of the CT Physical Fitness Test.</p> <p>Students are able to pace themselves correctly when completing the Pacer Test.</p> <p>The Student is able to create a SMART goal to track their fitness level throughout the year.</p>	<p>CT Physical Fitness Test</p> <ul style="list-style-type: none"> <li>● Curls ups <ul style="list-style-type: none"> <li>○ Must reach 4 inches</li> <li>○ Head touches crinkle paper after every curl up</li> <li>○ Elbow straight, knees bent</li> <li>○ Stay on cadence</li> </ul> </li> <li>● Push ups <ul style="list-style-type: none"> <li>○ Arms bent at 90 degrees</li> <li>○ Stay on cadence</li> </ul> </li> <li>● Sit and Reach test <ul style="list-style-type: none"> <li>○ One leg bent, other leg straight</li> <li>○ End of fingers even with each other</li> </ul> </li> <li>● Pacer test <ul style="list-style-type: none"> <li>○ Must reach designated side before beep</li> </ul> </li> </ul>

**Unit Title: Team Sports**

## 2. Team Sports

**Relevant Standards: Bold indicates priority**

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

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

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

**Essential Question(s):**

- How can I work with others to become successful?
- How can I demonstrate my knowledge of game play?
- How can I apply knowledge of concepts, skill, and strategies in my movement and performance?
- How can I exhibit proper etiquette and respect for others during game play?

**Enduring Understanding(s):**

Students will be able to demonstrate their understanding of how team work, fair play, skill based learning, accepting differences, displaying respectfulness and inclusivity will benefit in working towards their cooperative goals.

**Demonstration of Learning:**

I can work as a team with my classmates.

I can demonstrate my understanding of proper game play by utilizing skills learned.

I can follow all of the rules of game play.

**Pacing for Unit**

18 classes

**Family Overview (link below)**

[Unit 2 Team Sports Family Overview](#)

**Integration of Technology:**

*Teacher discretion*

**Unit-specific Vocabulary:**

Offense  
Defense  
Passing  
Throw/Receive  
Shooting  
Dribbling  
Moving to an open space

**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

[PhysEdGames](#)  
[Throwing and Catching](#)  
[Football - receiving](#)  
[Football - throwing](#)  
[Football - skills, strategy, concepts](#)  
[Soccer - Instep passing](#)  
[Soccer - skills, strategy, concepts](#)  
[lacrosse - skills](#)

		<a href="#">Basketball - skills</a> <a href="#">Basketball - skills 2</a> <a href="#">Basketball - shooting</a> <a href="#">Hockey - grip and shooting technique</a> <a href="#">Volleyball- Setting</a> <a href="#">Volleyball- Bumping</a> <a href="#">Volleyball- Handout</a>	
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Application across the school environment, and after school activities.		Students may not believe that they need to utilize their teammates to accomplish their goals. Students may feel that their teammates will hinder them instead of helping their efforts.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Scaffolding from previous years/lessons during team sports unit.		Students will be able to rely on their teammates/classmates during future lessons/units.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>Build fluencies with graduated levels of support for practice and performance. (5.3)</b>		<ul style="list-style-type: none"> <li>Provide differentiated models to emulate. Provide differentiated feedback. Provide multiple examples of novel solutions to authentic problems</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
6-8.2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<p>I can describe the basic rules of the game.</p> <p>I can describe how to correctly utilize my teammates in order to be successful.</p> <p>I can demonstrate my knowledge of strategy by being able to ask and answer relevant questions.</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Lesson Examples</b>
1	I can properly grip, throw, and receive the football using correct form.	<p>3 - Always demonstrates knowledge or ability to complete a spiral pass.</p> <p>2 - Sometimes demonstrates knowledge or ability to complete a spiral pass.</p> <p>1 - Inconsistently demonstrates knowledge or ability to complete a spiral pass.</p>	<p>Football drills and games</p> <ul style="list-style-type: none"> <li>throw/receive drills</li> <li>dynamic/static routes</li> </ul> <p>Cues: Throwing a football</p> <ul style="list-style-type: none"> <li>Grip towards the back of the football on laces</li> </ul>

	I can create open space to receive a pass during a football game.	<p>3 - Always demonstrates knowledge or ability to create open space during game play.</p> <p>2 - Sometimes demonstrates knowledge or ability to complete a spiral pass.</p> <p>1 - Inconsistently demonstrates knowledge or ability to complete a spiral pass.</p>	<ul style="list-style-type: none"> <li>● Snap wrist when released/on follow through</li> </ul> <p>Receiving a football</p> <ul style="list-style-type: none"> <li>● Give diamond target with hands</li> <li>● Catch with hands and pull into body</li> </ul> <p>Create open space</p> <ul style="list-style-type: none"> <li>● Move to an open area</li> <li>● Open area should be opportunistic for team</li> </ul>
2	I can demonstrate proper strategy during football game play which can help my team become successful.	<p>3 - Always has the ability to help teammates become successful.</p> <p>2 - Sometimes has the ability to help teammates become successful.</p> <p>1 - Inconsistently has the ability to help teammates become successful.</p>	Small sided/large games
3	<p>I can demonstrate the ability to dribble under control while using both feet.</p> <p>I can demonstrate the use of an instep pass to a partner, and be able to trap the ball using correct form.</p>	<p>3 - Always demonstrates control while dribbling with both feet.</p> <p>2 - Sometimes demonstrates control while dribbling with both feet.</p> <p>1 - Inconsistently demonstrates control while dribbling with both feet.</p> <p>3 - Always demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p> <p>2 - Sometimes demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p> <p>1 - Inconsistently demonstrates the ability to pass and trap to a partner while keeping the ball under control.</p>	<p>Soccer drills and games</p> <ul style="list-style-type: none"> <li>● Dribbling, passing, trapping, skills</li> <li>● Give and go passing</li> <li>● Position responsibilities</li> <li>● Game strategy</li> <li>● Small sided</li> </ul> <p>Cues: Dribble</p> <ul style="list-style-type: none"> <li>● Inside and outside of foot (not toe)</li> <li>● Small taps on ball</li> <li>● Keep ball close to feet</li> </ul> <p>Instep passing/trapping</p> <ul style="list-style-type: none"> <li>● Plant foot should be next to ball in direction of where ball is intended</li> <li>● Use instep to strike ball</li> <li>● Softly stop (trap) ball with instep or bottom of foot</li> <li>● Don't let ball bounce off foot when trapping</li> </ul>
4	I can demonstrate proper strategy during	3 - Always has the ability	Small sided/large games

	soccer game play which can help my team become successful.	to help teammates become successful. 2 - Sometimes has the ability to help teammates become successful. 1 - Inconsistently has the ability to help teammates become successful.	
5	I can demonstrate/explain the fundamentals of passing, receiving, and cradling a lacrosse ball.	3 - Always demonstrates knowledge of passing, receiving, and cradling. 2 - Sometimes demonstrates knowledge of passing, receiving, and cradling. 1 - Inconsistently demonstrates knowledge of passing, receiving, and cradling.	Lacrosse drills and games <ul style="list-style-type: none"> <li>• Scooping, cradling, shooting on goal</li> <li>• Passing and receiving</li> <li>• Small sided/large sided games</li> </ul> Cues: Throwing <ul style="list-style-type: none"> <li>• Pull (pull the stick back behind your shoulder).</li> <li>• Position (opposite foot forward).</li> <li>• Push (push the stick forward with upper hand while pulling lower hand toward body).</li> <li>• Point (follow through and point head of stick to your target)</li> </ul> Catching <ul style="list-style-type: none"> <li>• Show a target to the passer by having the crosse facing passer</li> <li>• Maintain eye contact with the passer</li> <li>• Move toward ball/pass with stick vertical and head of stick even with head of receiver</li> <li>• Extend the crosse up/high with top hand extended</li> <li>• Absorb impact as ball hits the crosse</li> </ul>
6	I can demonstrate/explain the correct rules of gameplay for lacrosse.	3 - Always demonstrates knowledge of gameplay to help the team become successful.	Small sided/large games

		<p>2 - Sometimes demonstrates knowledge of gameplay to help the team become successful.</p> <p>1 - Inconsistently demonstrates knowledge of gameplay to help the team become successful.</p>	
7	<p>I can demonstrate/explain how to properly dribble the basketball while moving.</p> <p>I can demonstrate/explain the correct form of a bounce, chest, and overhead pass.</p>	<p>3 - Always demonstrates proper technique of dribbling while under control.</p> <p>2 - Sometimes demonstrates proper technique of dribbling while under control.</p> <p>1 - Inconsistently demonstrates proper technique of dribbling while under control.</p> <p>3 - Always demonstrates proper technique of bounce, chest, and overhead passes.</p> <p>2 - Sometimes demonstrates proper technique of bounce, chest, and overhead passes.</p> <p>1 - Inconsistently demonstrates proper technique of bounce, chest, and overhead passes.</p>	<p>Basketball drills and games</p> <ul style="list-style-type: none"> <li>• Dribbling drills, defensive dribbling</li> <li>• Static passing, give and go passing drills</li> <li>• Shooting drills using BEEF (balance, eyes, elbow, follow through).</li> <li>• Small sided/large sided games</li> </ul> <p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Use of finger pads</li> <li>• Eyes up</li> <li>• Bouncing balls at medium or waist height.</li> </ul>
8	<p>I can shoot the basketball using correct form.</p> <p>I can demonstrate proper strategy during basketball game play which can help my team become successful.</p>	<p>3 - Always demonstrates proper technique using BEEF.</p> <p>2 - Sometimes demonstrates proper technique using BEEF.</p> <p>1 - Inconsistently demonstrates proper technique using BEEF.</p> <p>3 - Always demonstrates knowledge of gameplay to help the team become successful.</p> <p>2 - Sometimes demonstrates knowledge of gameplay to help the team become successful.</p> <p>1 - Inconsistently</p>	<p>Shooting games</p> <ul style="list-style-type: none"> <li>• Practice shooting at hoops</li> <li>• Relay race shooting practice</li> <li>• Knockout</li> <li>• Layup lines</li> </ul> <p>Small/large sided games</p>

		demonstrates knowledge of gameplay to help the team become successful.	
9	<p>I can demonstrate/explain the correct way to ball handle while holding the hockey stick correctly.</p> <p>I can demonstrate/explain how to correctly pass and receive during practice and game play.</p> <p>I can demonstrate/explain the difference between a wrist and slap shot.</p>	<p>3 - Always demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control.</p> <p>2 - Sometimes demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control.</p> <p>1 - Inconsistently demonstrates proper hand placement on the hockey stick, and ability to keep the ball under control.</p> <p>3 - Always demonstrates ability to send and receive a pass using correct force</p> <p>2 - Sometimes demonstrates the ability to send and receive a pass using correct force.</p> <p>1 - Inconsistently demonstrates the ability to send and receive a pass using correct force..</p> <p>3 - Always demonstrates wrist/stick control when shooting.</p> <p>2 - Sometimes demonstrates wrist/stick control when shooting.</p> <p>1 - Inconsistently demonstrates wrist/stick control when shooting.</p>	<p>Floor Hockey drills and games</p> <ul style="list-style-type: none"> <li>• Ball handling obstacle course</li> <li>• Passing/receiving to/from a partner</li> <li>• Line hockey</li> <li>• Shooting relay lines</li> <li>• Small sided/large sided games</li> </ul> <p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Use of both sides of the blade of the hockey stick</li> <li>• Eyes up</li> <li>• Soft touches</li> </ul>
10	I can demonstrate proper strategy during hockey game play which can help my team become successful.	<p>3 - Always has the ability to help teammates become successful.</p> <p>2 - Sometimes has the ability to help teammates become successful.</p> <p>1 - Inconsistently has the ability to help teammates become successful.</p>	Small/large sided games
11	I can demonstrate/explain proper arm/hand position when striking a volleyball.	3 - Always strikes the volleyball and it moves towards its intended target.	<p>Volleyball drills and games</p> <ul style="list-style-type: none"> <li>• Passing and receiving to/from a target</li> </ul>

	I can demonstrate/explain the correct techniques for underhand and overhead pass, a spike, and underhand and overhead serves.	<p>2 - The student Sometimes strikes the volleyball and it moves towards its intended target.</p> <p>1 - Inconsistently strikes the volleyball and it moves towards its intended target.</p> <p>3 - Always strikes the volleyball and it moves towards its intended target.</p> <p>2 - The student Sometimes strikes the volleyball and it moves towards its intended target.</p> <p>1 - Inconsistently strikes the volleyball and it moves towards its intended target.</p>	<ul style="list-style-type: none"> <li>king/queen of the court games</li> <li>Serving practice</li> <li>Small sided/large sided game</li> </ul> <p><b>Cues</b></p> <ul style="list-style-type: none"> <li>Setting: Raise the roof, follow through above the head</li> <li>Bumping: create a wall with forearms, bend knees, follow through to shoulder height</li> <li>Serving: Underhand- Grandfather clock, create a pendulum</li> <li>Strike ball with fist</li> <li>Follow through straight ahead</li> <li>Overhead: Throwing motion strike with open hand with palm.</li> </ul>
12	I can utilize the culmination of skills and knowledge learned to successfully play a game of volleyball.	<p>3 - Always demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p> <p>2 - Sometimes demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p> <p>1 - Inconsistently demonstrates understanding of concepts and strategies, and uses them at correct times during gameplay.</p>	Small/large sided games
13	I can demonstrate/explain how to pass to a teammate in handball.	<p>3 - Always moves the ball towards its intended target.</p> <p>2 - Sometimes moves the ball towards its intended target.</p> <p>1 - Inconsistently moves the ball towards its intended target.</p>	<p>Teams Handball drills and game</p> <ul style="list-style-type: none"> <li>Passing/receiving drills/games.</li> <li>Cricket dodge</li> <li>Give and go passing drills</li> <li>Small sided/large sided game</li> </ul>
	I can demonstrate/explain how to	3 - Always moves the ball	

	successfully make a give and go pass.	towards its intended target. 2 - Sometimes moves the ball towards its intended target. 1 - Inconsistently moves the ball towards its intended target.	
14	I can demonstrate/explain successful offensive and defensive strategies.	3 - Always demonstrates the ability to place self in opportunistic positioning during gameplay. 2 - Sometimes demonstrates the ability to place self in opportunistic positioning during gameplay. 1 - Inconsistently demonstrates ability to place self in opportunistic positioning during gameplay.	Small sided/large sided game
15-16	I can demonstrate/explain the proper technique of how to throw and catch a baseball/softball.  I can demonstrate/explain the proper technique of how to swing a bat.	3 - Always moves the ball towards its intended target. Ball is caught correctly in the glove. 2 - Sometimes moves the ball towards its intended target. Ball is caught correctly in the glove. 1 - Inconsistently moves the ball towards its intended target. Ball is caught correctly in the glove.  3 - Always demonstrates the proper techniques of a swing to strike the ball. 2 - Sometimes demonstrates the proper techniques of a swing to strike the ball. 1 - Inconsistently demonstrates the proper techniques of a swing to strike the ball.	Baseball/softball drills and games <ul style="list-style-type: none"> <li>● Throwing/catching practice</li> <li>● Group practice swinging for form</li> <li>● Hit the bat game</li> <li>● Fielding drills</li> <li>● Small sided/large sided games</li> </ul>
17-18	I can demonstrate/explain diamond game rules during gameplay.	3 - Always follow rules/strategy during gameplay. 2 - Sometimes follows rules/strategy during	Diamond games <ul style="list-style-type: none"> <li>● Matball/kickball</li> <li>● Powerball</li> <li>● Wiffle ball</li> <li>● Tennis baseball</li> </ul>

	I can use an implement to contact the manipulative.	gameplay. 1 - Inconsistently follows rules/strategy during gameplay.  3 - Always moves manipulative towards the intended target. 2 - Sometimes moves manipulative towards the intended target. 1 - Inconsistently moves manipulative towards the intended target.	
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Unit Title: Individual Sports	
3. Individual Sports	
Relevant Standards: <b>Bold indicates priority</b>	
<p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>How can I apply knowledge of concepts, skill, and strategies in my movement and performance?</p> <p>How can participation in individual sports enhance my personal fitness?</p>	<p>Skill based learning</p> <p>Students will be able to demonstrate their understanding</p>
Demonstration of Learning:	Pacing for Unit
<p>Demonstration of proper form and technique in regards to weight lifting.</p> <p>Demonstration of proper form and technique in regards to a variety of track events.</p>	5 classes
Family Overview (link below)	Integration of Technology:
<a href="#">Unit 3 Individual Sports Family Overview</a>	<i>Teacher Discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> <li>● Agility</li> <li>● Speed</li> <li>● Strength</li> <li>● Endurance</li> <li>● Lifetime activities</li> <li>● Adapting Activities</li> <li>● Activity Specific</li> </ul>	<p><a href="#">PhysEdGames</a></p> <p><a href="#">Perfect Pickleball</a></p> <p><a href="#">Track and Field Resources</a></p> <p><a href="#">Weight lifting resources and cues</a></p>

<ul style="list-style-type: none"> <li>● Strength training safety</li> <li>● Forehand</li> <li>● Backhand</li> <li>● Open space</li> <li>● Spotting</li> <li>● FITT Principle</li> <li>● Goal Setting</li> <li>● Reflection</li> <li>● Self Assessment</li> <li>● Peer Assessment</li> <li>● Teamwork</li> <li>● Strategy</li> <li>● Skill Development</li> <li>● Progression</li> <li>● Fundamentals</li> <li>● Form</li> <li>● Tactics</li> <li>● Shot selection</li> <li>● Strategy</li> <li>● Adapting</li> </ul>	<p><a href="#">Weight Lifting- Pushing resource</a></p>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<p>Application for after school activities</p> <p>Integration of math and science</p>	<p>Lifting heavy weights is the only way to grow muscle.</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>Scaffolding from previous years in the weight lifting and track and field unit.</p>	<p>Students will be able to build a comprehensive workout program to improve their overall fitness.</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p><b>7.1 Optimize individual choice and autonomy</b>  <b>8.1 Heighten salience of goals and objectives</b></p>	<p>Differentiate the degree of difficulty or complexity within which core activities can be completed</p> <p>Vary the degrees of freedom for acceptable performance</p> <p>Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition</p>
<p><b>Supporting Multilingual/English Learners</b></p>	
<p><b>Related <a href="#">CELP standards:</a></b></p>	<p><b>Learning Targets:</b></p>
<p>4-5.8 Determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>6-8.5 Conduct research and evaluate and communicate findings to answer questions or solve problems</p>	<p>Students will be able to determine the meaning of general academic and content-specific words, phrases.</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1, 2	I can demonstrate / explain proper running forms	<p><b>3-</b> Always running with head, neck and shoulders in line with hips, long strides, land on the balls of your feet</p> <p><b>2-</b> Sometimes running with head, neck and shoulders in line with hips, long strides, land on the balls of your feet</p> <p><b>1-</b> Inconsistently running with head, neck and shoulders in line with hips, long strides, and land on the balls of your feet.</p>	<p>Sprinting-40 yard dash Distance- 100 meter run Hurdling- 110 meter Relays- 400 meter relay</p> <p>Cues:</p> <ul style="list-style-type: none"> <li>• Running with head, neck and shoulders in line with hips,</li> <li>• long strides,</li> <li>• land on the balls of your feet</li> </ul>
	I can demonstrate / explain how to properly throw a manipulative	<p><b>3-</b> Always stepping with opposition, elbow up, follow through down and across the body</p> <p><b>2-</b> Sometimes stepping with opposition, elbow up and following through down and across the body</p> <p><b>1-</b> Inconsistently stepping with opposition, elbow up and following through down and across the body.</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Shot put- rest shot on finger knuckles, pushing motion with momentum, not a throw.</li> <li>• Discus- rotate trunk release flat</li> <li>• Turbo-Javelin- straight arm extended, release high, and follow through at eye level</li> </ul>
	I can demonstrate proper jumping technique	<p><b>3-</b> Always kinesthetically aware of which jumping technique to leave and land on. ( ex: 1 foot to 2 foot, 2 foot to 2 foot)</p> <p><b>2-</b> Sometimes kinesthetically aware of which jumping technique to leave and land on. ( ex: 1 foot to 2 foot, 2 foot to 2 foot)</p> <p><b>1-</b>Inconsistently kinesthetically aware of which jumping technique to leave and land on. ( ex: 1 foot to 2 foot, 2 foot to 2 foot)</p>	<p><b>Cues-</b></p> <ul style="list-style-type: none"> <li>• Broad Jump- leave from two feet, land on two feet</li> <li>• Running Long jump- Leave off of one foot land on two feet.</li> <li>• Vertical- Bend knees, leave off of 2 feet swing arms, explode up</li> </ul>

3, 4, 5	I can demonstrate proper weight lifting form and technique	<p><b>3-</b> Always execute proper push, pull, curl technique on muscle specific exercises.</p> <p><b>2-</b> Sometimes execute proper push, pull, curl technique on muscle specific exercises.</p> <p><b>1-</b> Inconsistently execute proper push, pull, curl technique on muscle specific exercises.</p>	<p><b>Cues-</b> Fitness Log</p> <ul style="list-style-type: none"> <li>● Cardio- breathe through nose out of mouth</li> <li>● Weight Training:</li> <li>● Push- hands equal distance on bar, bar over correct area of body, slow and controlled.</li> <li>● Pull- palms away from body, slow and controlled</li> <li>● Curl- engaged core, slow controlled movements</li> </ul> <p>Create your own workout Pyramid Training</p>
	<p>I can understand the names of exercises that focus on certain muscle groups.</p> <p>I can differentiate between a set and a repetition.</p> <p>I can demonstrate how to properly read a workout plan.</p>	<p><b>3-</b> Always demonstrates a deep understanding of muscle groups and exercises that target a specific muscle</p> <p><b>2-</b> Sometimes demonstrates a slight understanding of muscle groups and exercises that target a specific muscle</p> <p><b>1-</b> Inconsistently demonstrates understanding of muscle groups and exercises that target a specific muscle.</p> <p><b>3-</b> Always tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p> <p><b>2-</b> Sometimes tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p> <p><b>1-</b> Inconsistently tracks and executes the amount of sets, and repetitions through an upper body or lower body routine to help target a specific body component.</p>	

Unit Title: Lifetime activities	
4. Lifetime Activities	
Relevant Standards: Bold indicates priority	
<p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>• How can I achieve a healthy level of fitness throughout my lifespan?</li> <li>• How can I maintain a healthy level of fitness throughout my lifespan?</li> </ul>	Team work, fair play, skill based learning, accepting differences, respectful, inclusive
Demonstration of Learning:	Pacing for Unit
I can demonstrate interest in activities throughout a lifetime.	6 classes
Family Overview (link below)	Integration of Technology:
<a href="#">Unit 4 Lifetime Activities Family Overview</a>	<i>Teacher Discretion</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Rotation Serve (overhead, underhand, jump serve) Bump Set Spike Pass Boundaries Dig Volley Communicate Kill Smash Drop shot Shuttlecock Clear Overhand Forehand Backhand Rally	<a href="#">Phys. Ed Games</a> <a href="#">Pickleball - info and concepts</a> <a href="#">Badminton - skill cues</a> <a href="#">Nitroball - info</a> <a href="#">Yardgames - info</a>

Etiquette Respect Strategize Teamwork			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Integration of math and science		You have to be an elder to participate in lifetime activities.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Scaffolding from previous years/lessons during lifetime activities unit		Students will be able to self-organize lifetime activities.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>8.3 Foster collaboration and community</b>		<ul style="list-style-type: none"> <li>● Create cooperative learning groups with clear goals, roles, and responsibilities</li> <li>● Create school-wide programs of positive behavior support with differentiated objectives and supports</li> <li>● Provide prompts that guide learners in when and how to ask peers and/or teachers for help</li> <li>● Encourage and support opportunities for peer interactions and supports</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
9- 12.7 Adapt language choices to purpose, task, and audience when speaking and writing		<p>Students can use a wide variety of complex general academic and content specific words and phrases.</p> <p>Students can employ both formal and more informal styles effectively, as appropriate</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Lesson Examples</b>
1, 2	I can demonstrate and explain knowledge of rules during a racket/ paddle sport	<p><b>3-</b> Always play by and are self-aware of the specific sport rules.</p> <p><b>2-</b> Sometimes play by the rules and are self-aware of the specific sport rules</p> <p><b>1-</b> Inconsistently plays by the rules and is self-aware of the specific sport rules.</p>	<p><b>Cues-</b></p> <p>Serve- underhand volley</p> <p>Clear</p> <p>Rally</p> <p>Smash</p> <p>Overhead</p> <p>Forehand shot-face of paddle or racket towards target.</p>

			<p>Grip-shake hands with handle          Backswing-draw the sword          Dink shot-deception          Drive          Flat face          Follow through</p>
	I can properly demonstrate a plethora of shots (backhand, forehand, clear, smash, drop and serve)	<p><b>3-</b> Always performs the proper shot when presented with proper form and success  <b>2-</b> Sometimes performs the proper shot when presented with proper form and success  <b>1-</b> Inconsistently performs the proper shot when presented with proper form and success.</p>	<p><b>Cues:</b>          Forehand shot- strings or face of paddle towards target.          Grip- shake hands with grip for continental          Backswing- draw the sword          Dink shot- deception          Drive          Flat face          Follow through- take the earring off (high over the shoulder)</p>
3	<p>I can explain and perform how to properly strike a nitroball</p> <p>I can apply the knowledge to apply to cumulative activity of a game of nitroball</p>	<p><b>3-</b> Always uses an open hand to strike the ball, (bump, set, spikes)  <b>2-</b> Sometimes uses an open hand to strike the ball (bump, set, spike)  <b>1-</b> Inconsistently uses an open hand to strike the ball (bump, set, spike)</p>	<p>Cues- Open hand strike, create a wall with your forearms to bump, raise the roof for setting</p>
4,5	I can explain and demonstrate how to play a variety of backyard games	<p><b>3-</b> Always aware of the specific game rules  <b>2-</b> Sometimes aware of the specific game rules  <b>1-</b> Inconsistently aware of the specific game rules.</p>	<p>Corn-hole          Ladderball          Canjam          Crossnet</p>

<b>Unit Title:</b>	
5. Cooperative Games	
<b>Relevant Standards: Bold indicates priority</b>	
<b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• How can cooperative learning be demonstrated in small and large group activities?</li> <li>• What are the necessary skills needed to successfully participate in group activities?</li> </ul>	Students will be able to demonstrate their understanding of how team work, fair play, skill based learning, accepting differences, displaying respectfulness and inclusivity will benefit in working towards their cooperative goals.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
I can work as a team with my classmates I can follow all of the rules of game play	6 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Unit 5 Cooperative Games Family Overview</a>	<i>Teacher discretion</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Teamwork Cooperative Offense Defense Respect Communication Sportsmanship	<a href="#">PhysEdGames</a> <a href="#">Cooperative game ideas 1</a> <a href="#">Cooperative game ideas 2</a> <a href="#">Cooperative game ideas 3</a> <a href="#">Tchoukball info</a>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Application across the school environment (brain breaks, general classroom, etc.)	Students may believe that it is only possible to cooperate with other students with whom they are friendly.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Scaffolding from previous years during our cooperative games unit.	Students will need to participate in cooperative games in all units during physical education class.

Differentiation through <a href="#">Universal Design for Learning</a>			
UDL Indicator		Teacher Actions:	
<b>Develop self-assessment and reflection (9.3)</b>  <b>Foster collaboration and community (8.3)</b>		<ul style="list-style-type: none"> <li>• Develop and manage healthy emotional responses and interactions.</li> <li>• Share clear expectations for how groups should work together.</li> <li>• Provide prompts that guide learners in when and how to ask peers and/or teachers for help.</li> </ul>	
Supporting Multilingual/English Learners			
Related <a href="#">CELP standards:</a>		Learning Targets:	
4-5.1 Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.  4-5.2 Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions		I can describe the concept of fairness.  I can describe what teamwork means to me and how teamwork can help achieve goals.  I can work with others by listening to outside ideas and input.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Lesson Examples
1	I can work with others	3 - Always work with others towards a common goal. 2 - Sometimes work with others towards a common goal. 1 - Inconsistently work with others towards a common goal.	Floor is lava/ cross the river  Get to know you games  Rock, paper, scissor
2	I can give directions in a positive manner/ receive directions from a peer.	3 - Always able to explain strategy of game 2 - Sometimes able to explain strategy of game 1 - Inconsistently able to explain strategy of game	Capture the cone  Perimeter patrol  Bucketball
3-6	I can work with others by listening to outside ideas and input.	3 - Always able to listen to others and work towards a common goal. 2 - Sometimes able to listen to others and work towards a common goal. 1 - Inconsistently able to listen to others and work towards a common goal.	Invasion/ Ultimate games <ul style="list-style-type: none"> <li>• Ultimate football</li> <li>• Ultimate frisbee</li> <li>• Ultimate handball</li> <li>• Yoshi</li> <li>• Swatball</li> <li>• Tchoukball</li> <li>• Striker</li> <li>• Four Corner Hunt</li> </ul>