

## **Student Achievement Meeting**

Wednesday, August 30, 2023 6:30 PM

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

1. **Call to order/ Pledge of Allegiance**
2. **Decision: Approval of Minutes from May 17, 2023**
3. **Decision: Approval of Minutes from June 21, 2023 Meeting**
4. **Decision: Approval of Minutes from July 19, 2023 meeting**
5. **Public Comment:**
  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.
6. **First Reading: New Curriculum, Computer Software Applications presented by Dr. Jaime Rechenberg**
7. **First Reading: New Curriculum, If You Love It, Teach It, presented by Dr. Jaime Rechenberg**
8. **First Reading: New Curriculum, Rising Educators II, presented by Dr. Jaime Rechenberg**
9. **First Reading: New Curriculum, Foundations in Health Science, presented by Dr. Jaime Rechenberg**
10. **First Reading: New Curriculum, Fashion Design, presented by Ken Bagley**
11. **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



Student Achievement Committee  
June 21, 2023  
MINUTES - DRAFT

*The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [June 21, 2023 Meeting Recording](#) **Passcode:** \$att4\$n3*

Present: Ken Bagley, Catherine Carbone, Jill Fitzsimons-Bula, Carly Fortin, Sara Hale, Maria Pirro-Simmons, Jillian Romann, Leszek Ward

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from May 17, 2023 meeting:

*On a motion made by Commissioner Fitzsimons-Bula, the minutes will be brought to the next Student Achievement Committee Meeting.*

PreK Math (Curriculum Revision):

Mrs. Jillian Romann, Elementary STEM Supervisor, presented that the PreK curriculum was last revised in 2015 and the new curriculum follows the CT Early Learning and Development Standards. This curriculum is designed around four strands: counting and cardinality, operations and algebraic thinking, measurement and data, and geometry and spatial sense. This curriculum also focuses on mathematizing the classroom by learning math concepts through science, art, and literacy connections.

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;*

**VOTED: to approve the PreK Math curriculum revision.**

6th Grade Exploratory Drumming- BAIMS (Curriculum Revision):

Mr. Kenneth Bagley, Supervisor of Fine Arts, presented the revised exploratory drumming course that will be available at BAIMS. Each exploratory course is 22 classes at 40 minutes each. These classes are meant to give students that are not in the concentration course an overview of the pathway so that all students get to explore all of the Encore pathways. The percussion exploratory course will consist of 4 units: Introduction to Percussion Technique, Introduction to Bucket Drumming, Introduction to African Drumming, and Introduction to Drum Set.

*Questions and discussion followed.*

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;*

**VOTED: to approve the 6th Grade Exploratory Drumming curriculum revision.**

7th Grade Exploratory Piano- BAIMS (Curriculum Revision):

Mr. Bagley presented the curriculum revision for the exploratory piano course at BAIMS. The course will consist of 5 units: Introduction to Playing Piano, Orientation to the Staff, Bass Clef notes, 3rds (skips) on the Staff, and Eighth Notes.

*Questions and discussion followed.*

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;*

**VOTED: to approve the 7th Grade Exploratory Piano curriculum revision.**

Information: Acting for Camera and Voice:

Mr. Bagley presented the new high school course at BAIMS, Acting for Camera and Voice. This course will introduce 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, including dialect and accents. Students will eventually perform in front of their peers and share their created projects. This new course will consist of 5 units: Introduction to Vocal Acting, The Voice Actor, Intro to Film Analysis, Acting for the Camera, and The Final Project.

*Questions and discussion followed.*

Information: Playwriting:

Mr. Bagley presented the new high school course at BAIMS, Playwriting. This course will introduce students to dramatic writing for the stage. This course will include scene and dialogue craft exercises, developing strong characters and narrative structures, critical reading of plays, and responding constructively to other students' work. Students may be required to create and perform original scenes at the end of the course. Students will also be able to submit their play for consideration in the Eugene O'Neill Theater Center's Young Playwrights Festival. The course will consist of 3 units: What is a play?, One Acts, and Young Playwrights Festival.

Grades 6-8 Physical Education (Curriculum Revision):

Mrs. Sara Hale, Supervisor of Physical Education and Wellness, presented a revision to the middle school physical education curriculum. This curriculum revision focuses on physical fitness, lifetime activities, individual activities, team games, and cooperative games. Looking at the curl-ups, pushups, 20 meter pacer, and the sit and reach testing data from the last few years, it was noted that the number of passing students has seen a downward trend. This revised curriculum not only has an entire unit that is dedicated to physical fitness, but the team decided to ensure that all units will have an encompassing theme of physical fitness, connected to the physical fitness assessment, embedded in each lesson. Something new that was added to the curriculum is a family overview link. This overview will be sent out to families before each unit begins and allows families access to a snapshot of what their child will be participating in PE class in the next few class sessions.

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;*

**VOTED: to approve the Physical Education curriculum revision for grades 6-8.**

There being no further discussion, Commissioner Fitzsimons-Bula adjourned the meeting at 7:25pm.

Respectfully submitted,

***Katlyne Laprise***

Katlyne Laprise



Student Achievement Committee  
July 19, 2023  
MINUTES - DRAFT

*The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [July 19, 2023 Meeting Recording](#) **Passcode:** Ex8M.K=R*

Present: Ken Bagley, Catherine Carbone, Michael Dietter, Jennifer Dube, Jill Fitzsimons-Bula, Carly Fortin, Kristen Giantonio, Maria Pirro-Simmons, Jaime Rechenberg, Melanie Vetrano

Call to Order

Commissioner Dube called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from May 17, 2023 meeting:

*On a motion made by Commissioner Dube, the minutes will be brought to the next Student Achievement Committee Meeting.*

Decision: Approval of Minutes from June 21, 2023 Meeting:

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

**VOTED: to approve the minutes from June 21st.**

First Reading: Introduction to Business II:

Dr. Jaime Rechenberg, Secondary STEM Supervisor, presented the new curriculum for Introduction to Business II. This accelerated course is ideal for students striving to get a head start on a career in business. Students will take a deeper dive into topics from Introduction to Business I or Entrepreneurship. This course introduces the principles and practices of business management. Topics include: The Business Environment, Economics and International Business, Managing a Business, Business & Law Ethics, Financing a Business, and Marketing.

*Questions and discussion followed.*

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Giantonio, it was unanimously;*

**VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Introduction to Business II curriculum.**

First Reading: Astronomy:

Dr. Jaime Rechenberg presented the new curriculum for Astronomy. Students will explore the Universe and gain knowledge of Space from Earth's vantage point and beyond. Students will examine stars, planets, and other structures and events within the Cosmos. Lessons in this course will encourage students to use qualitative and quantitative data to make sense

of the universe. Topics covered include: Tools Used in Astronomy Throughout History, Earth, Moon, Sun and Solar System, Understanding Stars, and The Universe.

*On a motion made by Commissioner Giantonia and seconded by Commissioner Pirro-Simmons, it was unanimously;*

**VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Astronomy curriculum.**

First Reading: Meteorology:

Students in this course learn meteorology by developing an understanding of the multiple factors that lead to weather patterns, weather formation and climate. This course embeds multiple hands-on and virtual lab experiences to enhance students' knowledge and class experience. Students will be expected to maintain a detailed and scientific weather journal, as well as research weather and climate events and share their findings through projects, models, written and/or oral reports and presentations. Units of Study include: Introduction to Meteorology, Solar Radiation, Temperature, Atmospheric Moisture and Stability, Condensation and Precipitation, Air Pressure and Atmospheric Circulation, Air Masses and Fronts, and Changing Climate and the World.

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Giantonio, it was unanimously;*

**VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the Meteorology curriculum revision.**

First Reading: Acting for Camera and Voice:

Mr. Kenneth Bagley, Supervisor of Fine Arts, presented the new high school course at BAIMS, Acting for Camera and Voice. This course will introduce 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, including dialect and accents. Students will eventually perform in front of their peers and share their created projects. This new course will consist of 5 units: Introduction to Vocal Acting, The Voice Actor, Intro to Film Analysis, Acting for the Camera, and The Final Project.

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Giantonio, it was unanimously;*

**VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Acting for Camera and Voice curriculum.**

First Reading: Playwriting:

Mr. Bagley presented the new high school course at BAIMS, Playwriting. This course will introduce students to dramatic writing for the stage. This course will include scene and dialogue craft exercises, developing strong characters and narrative structures, critical reading of plays, and responding constructively to other students' work. Students may be required to create and perform original scenes at the end of the course. Students will also be able to submit their play for consideration in the Eugene O'Neill Theater Center's Young Playwrights Festival. The course will consist of 3 units: What is a play?, One Acts, and Young

Playwrights Festival.

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Giantonio, it was unanimously;*

**VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Playwriting curriculum.**

Information: School Calendars for 23-24, 24-25 and Observances of Holidays:

Dr. Catherine Carbone, Superintendent of Bristol Public Schools, presented a draft of the 23-24 and 24-25 School Year Calendars to show what it would look like if we added observances for the following holidays: Yom Kippur, Rosh Hashanah, Diwali, Three Kings Day, and Eid al-Fitr.

*Questions and discussion followed.*

*On a motion made by Commissioner Pirro-Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;*

**VOTED: to approve the Revised 23-24 Calendar and bring it to the full board.**

*On a motion made by Commissioner Giantonio and seconded by Commissioner Pirro-Simmons, it was unanimously;*

**VOTED: to approve the Revised 24-25 Calendar and bring it to the full board.**

There being no further discussion, Commissioner Dube adjourned the meeting at 8:19 pm.

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.

Bristol Public Schools  
Bristol, Connecticut

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Computer Software Applications	Business	9-12	0.5

### Course Description:

Computer skills are essential in today's world. In this course, students get hands-on practice to produce professionally formatted documents, spreadsheets and presentations needed in their future careers or personal lives. A parallel focus is placed on reinforcing and improving keyboarding proficiency through business-related activities. A variety of software packages including Microsoft Office Suite (Word, Excel, and PowerPoint), Google Apps (Docs, Sheets, and Slides), and other web-based softwares will be utilized in this course. This is a course designed for students in grades 9 and 10, however this course will benefit students in all grades looking to broaden their computer software skills.

### Aligned Core Resources:

#### Computer/Software:

- Typing.com - Legacy Lessons
- Google Apps including GMAIL, Drive, Docs, Sheets, Slides
- Microsoft Products including Windows Operating System, Word, Excel, PowerPoint
- Online Desktop Publishing Software

#### Textbooks:

- TBD Based on Current Technology

### Connection to the *BPS Vision of the Graduate*


Computer Software Applications will connect to the BPS Vision of the Graduate by ensuring students can **EFFECTIVELY COMMUNICATE IN A GLOBAL SOCIETY** specifically with communications and technology literacy and information literacy. Students will be able to type efficiently and use Google Apps and Microsoft Office products effectively. Students will also **DEMONSTRATE ACADEMIC KNOWLEDGE AND SKILLS** through their ability to master the content knowledge through project-based learning.

### Additional Course Information:

#### Knowledge/Skill Dependent courses/prerequisites

No Prerequisites

### Link to *Completed Equity Audit*

 [CSA Equity Curriculum Review 2023](#)

### Standard Matrix

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
ISTE 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	X					
AdvanceCTE ITPB01.09.01 Employ sound technical writing skills including keyboarding and handwriting.	X					
AdvanceCTE ESS04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career		X	X	X	X	X

cluster to access, manage, integrate, and create information.						
AdvanceCTE ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.		X	X	X	X	X

### Unit Links

- [Keyboarding](#)
- [Computer & Internet Basics](#)
- [Word Processing](#)
- [Spreadsheets](#)
- [Presentations](#)
- [Desktop Publishing](#)

<b>Unit Title:</b>	
Keyboarding	
<b>Relevant Standards: Bold indicates priority</b>	
<p>ISTE Standards  1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  AdvanceCTE  ITPB01.09.01 Employ sound technical writing skills including keyboarding and handwriting.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• What are the benefits of learning to type with proper technique?</li> <li>• How are accurate keyboarding skills significant in relation to business and industry careers?</li> <li>• Why are correct keyboarding skills important in relation to productivity and accuracy?</li> <li>• What is the significance to ergonomics while in front of a computer?</li> </ul>	<ul style="list-style-type: none"> <li>• Fingers need to be placed on the home row</li> <li>• Proper keyboard posture is necessary to reduce injury and improve overall keyboarding skill</li> <li>• Learn to touch type correctly</li> <li>• Eyes on screen or copy/book, not on the keyboard.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students will demonstrate their learning by their continuous improvement in words per minute (WPM) and accuracy.</li> <li>• Students will demonstrate their learning by consistently being in the proper posture for typing.</li> </ul>	42 Classes - ongoing
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">CSA: Unit 1 - Keyboarding 2023</a>	<i>Typing.com - students will use this website to complete their typing lessons and practice their keyboarding skills</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Touch type, Alphabetic keys, Numeric keys, Numeric keypad, QWERTY keyboard, Home Row, Posture, Technique, Accuracy, Speed, GWAM (Gross Words A Minute), WPM (Words Per Minute), Error, NumLock, Symbols, Shortcuts, Keyboard	Keyboard Tests (to assist in the memorization of where keys are located, which will help students to improve their keyboarding throughout the semester)
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Students will be required to use typing throughout their lives for writing papers, typing resumes, conducting research, and more.</li> <li>• Typing is an essential skill for being college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Students do not need to know how to type because of cell phones and speech-to-text.</li> <li>• Speech-to-text is excellent when alone, but if working in a class or cubicle, using speech-to-text may not always be an option.</li> </ul>

	<ul style="list-style-type: none"> <li>Students can type papers from their phones - while this is true, it is important that students know how to type on a keyboard as they will not be able to do all of their work - school, personal, or career from their phone.</li> </ul>		
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>		
N/A	Students will be required to type throughout their future units in GMAIL, Google Docs, Microsoft Word, Google Sheets, Microsoft Excel, Google Slides, and Microsoft PowerPoint.		
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>	<b>Teacher Actions:</b>		
7.2 Optimize relevance, value, and authenticity 8.1 Heighten salience of goals and objectives	<ul style="list-style-type: none"> <li>7.2 Teachers will allow students to set reasonable SMART Goals for improving their keyboarding skills.</li> <li>7.2 Teachers will provide students with the opportunity to self-reflect on their progress.</li> <li>8.1 Encourage the division of long-term goals into short-term objectives</li> </ul>		
<b>Supporting Multilingual/English Learners</b>			
<b>Related <i>CELP standards:</i></b>	<b>Learning Targets:</b>		
<ul style="list-style-type: none"> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate proper typing techniques.</li> <li>I can develop speed with accuracy by the correct touch type.</li> <li>I can demonstrate my current abilities in keyboarding.</li> </ul>		
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>I can demonstrate my current abilities in keyboarding.</li> </ul>	Students will complete the assessments to demonstrate current knowledge in order to provide feedback and goals for the semester for improvement.	Typing.com - 1 Minute Timed Test Blank Keyboard Test Typing Technique Rubric
2	<ul style="list-style-type: none"> <li>I can demonstrate proper typing techniques.</li> </ul>	Students will practice proper ergonomics including sitting up straight, feet flat on the floor, fingers curved, and wrists slightly raised off the keyboard.  Rubric to be used for	<a href="#">GCF LEARN - Creating a Safe Workspace</a>

		assessment throughout the semester for ongoing feedback.	
3-42 (ongoing)	<ul style="list-style-type: none"> <li>I can develop speed with accuracy by applying the correct touch type.</li> </ul>	<p>Students will complete the assigned lesson(s) with proper typing techniques. Students will complete a 1-Minute Timed Writing to demonstrate their current speed and accuracy. Students will complete a keyboard quiz to demonstrate their knowledge of the keyboard.</p>	<p>Typing.com Beginner Lessons  Typing.com Intermediate Lessons  Typing.com Advanced Lessons  Keyboard Quizzes  Typing.com Timed Writings</p>

<b>Unit Title:</b>	
Computer & Internet Basics	
<b>Relevant Standards: Bold indicates priority</b>	
<p>Advance CTE  <b>ESS04 INFORMATION TECHNOLOGY APPLICATIONS:</b> Use information technology tools specific to the career cluster to access, manage, integrate, and create information.  <b>ITC 010 TECHNICAL SKILLS:</b> Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• What types of hardware, software, and communication technologies could be used at home, school, or work?</li> <li>• How do you care for a computer?</li> <li>• How can an operating system and file management system facilitate computer productivity?</li> <li>• What skills are necessary to efficiently and effectively navigate and use the Internet?</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between input and output</li> <li>• Different operating systems and how they differ</li> <li>• Various browsers</li> <li>• Understand parts of an email and how to send a professional email</li> <li>• Evaluate Internet resources for reliability and validity</li> <li>• Navigate a Windows Computer</li> <li>• Navigate the Internet</li> <li>• AI Technology has various uses.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students can effectively navigate on their Windows computers.</li> <li>• Students can participate in class discussions about how computers can be used at home, school, and work.</li> <li>• Students can efficiently and effectively navigate the Internet.</li> <li>• Students can create a digital organization system using folders.</li> <li>• Students can write a professional email. Students to describe the benefits and disadvantages of Artificial Intelligence(AI).</li> </ul>	5 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">CSA: Unit 2 - Computer and Internet Basics 2023</a>	Students will be using the computers to demonstrate the ability to navigate on a Windows computer, use Google Chrome, and use GMAIL.
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Artificial Intelligence (AI), Attachment, Backup, browser,, Cloud Storage, Computer, Copyright, Digital Literacy, Download, Drive, Email, Fair Use Laws, File, File folder, laHard Drive, Hardware, Hyperlink, Input Devices,	N/A

Internet Safety, Malware, Network, Online Help, Operating Systems, Output Devices, Password, Program / Application, Search Engine, Software Upload, URL, USB Port, Virus Scan, Email Signature, CC, BCC, Auto-Reply			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
N/A		<ul style="list-style-type: none"> <li>All information online is accurate.</li> <li>Use of the internet is always safe.</li> <li>AI technology is always accurate.</li> </ul>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
In order to effectively use a computer, students need to know how to type and effectively use a mouse/keyboard.		<ul style="list-style-type: none"> <li>In order to effectively use various programs on the computer and use the internet, students must know the basics of the internet and the computer.</li> <li>Students believe they already know how to use the computer if they have used the internet, cellphone, or laptop.</li> <li>Students do not understand the difference between programs and applications.</li> </ul>	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback		<ul style="list-style-type: none"> <li>7.2 Vary activities to ensure relevancy to student's lives now and in the future</li> <li>7.2 Design activities that are authentic and have real-world application</li> <li>9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>9-12.2 An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</li> <li>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain how computers are used in the modern world.</li> <li>I can navigate the computer operating system.</li> <li>I can effectively use files and folders.</li> <li>I can choose the appropriate applications for anticipated tasks.</li> <li>I can responsibly use the internet</li> <li>I can explain the importance of digital literacy.</li> <li>I can compose a professional email.</li> <li>I can define AI and explain the pros and cons of using Artificial Intelligence.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>I can explain how computers are used in the modern world.</li> <li>I can navigate the computer operating</li> </ul>	Students can participate in a class discussion about the use of computers.	Google Drive TBD based on current technology

	<p>system.</p> <ul style="list-style-type: none"> <li>• I can effectively use files and folders.</li> </ul>	<p>Students can demonstrate how to navigate around their computer.</p> <p>Students can create folders on their Google Drive in order to organize their files.</p>	
2	<ul style="list-style-type: none"> <li>• I can responsibly use the Internet.</li> <li>• I can explain the importance of digital literacy.</li> </ul>	<p>Students can participate in a class discussion about the various uses of the Internet.</p> <p>Students can create a one-pager to share with elementary school children about how to be safe online.</p>	<p>Google Slides Google Classroom Google Chrome TBD based on current technology</p>
3	<ul style="list-style-type: none"> <li>• I can define Artificial Intelligence (AI) and explain the pros and cons of using Artificial Intelligence.</li> </ul>	<p>Students can participate in a class debate about the pros and cons of using AI.</p>	<p>TBD based on current technology</p>
4	<ul style="list-style-type: none"> <li>• I can choose the appropriate applications for anticipated tasks.</li> </ul>	<p>Students can participate in an Internet Scavenger Hunt to determine how computers work, select appropriate applications for various tasks, and demonstrate their effective use of the Internet.</p>	<p>Google Chrome Google Docs - Internet Scavenger Hunt Google Classroom TBD based on current technology</p>
5	<ul style="list-style-type: none"> <li>• I can compose a professional email.</li> </ul>	<p>Students can identify the various parts of an email.</p> <p>Students can compose a professional email to their teacher.</p>	<p>GMAIL Rubric for evaluating the rubric. TBD based on current technology</p>

<b>Unit Title:</b>	
Word Processing	
<b>Relevant Standards: Bold indicates priority</b>	
<p>ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information</p> <p><b>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</b></p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• How is Google Docs used in creating and composing content?</li> <li>• How is Microsoft Word used in creating and composing content?</li> <li>• How are Google Docs and Microsoft Word similar and different?</li> <li>• Why do individuals need to be able to create and format a document?</li> </ul>	<ul style="list-style-type: none"> <li>• Google Docs and Microsoft Word have varying similarities and differences.</li> <li>• Google Docs is great for personal use and educational use.</li> <li>• Microsoft Word is a great tool when working in a career, in college, or for personal use.</li> <li>• The ability to create and format a document is an essential life skill.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students will demonstrate their learning by completing a variety of assignments using both Microsoft Word and Google Docs.</li> <li>• All assignments will be evaluated for accuracy and by rubric.</li> </ul>	12 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">CSA: Unit 3 - Word Processing 2023</a>	Students will use Google Docs and Microsoft Word to create and compose documents.
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Alignment, Business Letters, Chart, Citations, Columns, Cover Page, Dialog Box and Launcher, Find and Replace, Header, Font, Footer, Format Painter, Format pictures, Formatting Texts, Hanging Indents, Header, Horizontal Centering, Italics, Letterhead, Line spacing, Margins, Memo, Menu Commands, Numbering, Page Border, Page Breaks, Page Numbering, Page Orientation, Paragraph and Page Formatting, Paragraph Indents, Ribbon Groups, Format Tabs, Ruler, Section Breaks, Shapes, Shortcuts, Special Characters, Spell Check, Strikethrough, Subscript, Superscript, Symbols, Table, Tabs, Templates, Textbox, Thesaurus, Vertical Centering, Works Cited, WrapText (pictures/textboxes)	N/A

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Students will need to be able to use Google Docs throughout high school to complete tasks in various courses and beyond high school.		<ul style="list-style-type: none"> <li>• Students believe that Microsoft Word and Google Docs are the same.</li> <li>• Students believe that Google Docs is used exclusively in all industries.</li> <li>• Students believe they are already proficient in Google Docs.</li> </ul>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Students will need to know how to navigate a computer, navigate the Internet, and know how to type.		Word Processing unit connects to future units in that students will be learning Google Sheets and Google Slides which have similar menu bars and toolbars to Google Docs. Additionally, students will be learning Microsoft Excel and Microsoft PowerPoint which have similarities to Microsoft Word.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback		<ul style="list-style-type: none"> <li>• 7.2 Vary activities to ensure relevancy to student's lives now and in the future</li> <li>• 7.2 Design activities that are authentic and have real-world application</li> <li>• 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>• 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text.</li> <li>• 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>• I can explain how Google Docs and Microsoft Word can be effectively used in both visual and written communication across a variety of domains.</li> <li>• I can create documents using word processing software.</li> <li>• I can format a document using columns tabs, line spacing, text formatting options.</li> <li>• I can create and format tables and charts in documents.</li> <li>• I can insert and edit images, shapes, videos.</li> <li>• I can format a research paper using a proper formatting including line spacing, headers/footers, text options, cover page, citations, footnotes, and bibliography.</li> <li>• I can proofread, correct, and revise documents.</li> <li>• I can discuss the similarities and differences between Microsoft Word and Google Docs.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>• I can explain how Google Docs and</li> </ul>	Students will understand	Google Docs

	<p>Microsoft Word can be effectively used in both visual and written communication across a variety of domains.</p>	<p>the importance and benefits of using Google Doc and Microsoft Word Students will be able to identify key concepts in the Google Docs Interface.</p>	<p>Microsoft Word TBD based on current technology</p>
2-11	<ul style="list-style-type: none"> <li>● I can create documents using word processing software.</li> <li>● I can format a document using columns tabs, line spacing, text formatting options.</li> <li>● I can create and format tables and charts in documents.</li> <li>● I can insert and edit images, shapes, videos.</li> <li>● I can format a research paper using a proper formatting including line spacing, headers/footers, text options, cover page, citations, footnotes, and bibliography.</li> <li>● I can proofread, correct, and revise documents.</li> </ul>	<p>Students will be able to effectively create, format, and edit documents in Google Docs and Microsoft Word.</p>	<p>TBD based on current technology</p>
12	<ul style="list-style-type: none"> <li>● I can discuss the similarities and differences between Microsoft Word and Google Docs.</li> </ul>	<p>Students will be able to discuss similarities and differences between Microsoft Word and Google Docs. Students will be able to explain when it is best to use Google Docs vs. Microsoft Word.</p>	<p>TBD based on Current Technology. Venn Diagram</p>

<b>Unit Title:</b>	
Spreadsheets	
<b>Relevant Standards: Bold indicates priority</b>	
ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information <b>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</b>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• What are some of the techniques used to enhance your ability to create worksheets and charts?</li> <li>• How can becoming a successful Excel user make you more successful?</li> <li>• How can I use spreadsheet software to manipulate and analyze data?</li> </ul>	<ul style="list-style-type: none"> <li>• Google Sheets and Microsoft Excel have varying similarities and differences.</li> <li>• Google Sheets is great for personal use and education use.</li> <li>• Microsoft Excel is a great tool when working in a career, in college, or for personal use.</li> <li>• Microsoft Excel and Google Sheets are powerful tools for collecting, calculating, analyzing, and presenting data.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students will demonstrate their learning by completing a variety of assignments using both Microsoft Excel and Google Sheets.</li> <li>• All assignments will be evaluated for accuracy and by rubric.</li> </ul>	12 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">CSA: Unit 4 - Spreadsheets 2023</a>	Students will use Google Sheets and Microsoft Excel to create and manipulate spreadsheets.
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Absolute Reference, Cell Alignment, Average Function, Basic mathematical operations, Borders, Cell Address, Cell Formatting, Chart, Chart Elements, Chart Type, Columns, Conditional Formatting, Drag - N - Drop, Fill, Find and Replace, Formulas, Freeze Panes, Functions, Gridlines, Headings, Merge and Center, Number formats, Page Breaks, Page Scaling, Print Preview, Print Area, Ranges, Relative Reference, Row formatting, Sheet Tabs, Sort, Split Cells, Workbook, Worksheet Views, Worksheets, Wrap Text	N/A
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>

<ul style="list-style-type: none"> <li>• Students can use Microsoft Excel or Google Sheets for their math class to do calculations.</li> <li>• Students can use Microsoft Excel or Google Sheets in their personal finance classes.</li> </ul>		<ul style="list-style-type: none"> <li>• Students believe Google Sheets is the only spreadsheet software.</li> </ul>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Students will need to know how to navigate a computer, navigate the Internet, and know how to type. Students have previously learned the general toolbars in Microsoft Word and Google Docs, which will translate into Microsoft Excel and Google Sheets		Spreadsheets unit connects to future units in that students will be learning Google Slides which have similar menu bars and toolbars to Google Sheets. Additionally, students will be learning Microsoft PowerPoint which have similarities to Microsoft PowerPoint.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<ul style="list-style-type: none"> <li>• 7.2 Optimize relevance, value, and authenticity</li> <li>• 9.1 Increase mastery-oriented feedback</li> </ul>		<ul style="list-style-type: none"> <li>• 7.2 Vary activities to ensure relevancy to student's lives now and in the future</li> <li>• 7.2 Design activities that are authentic and have real-world application</li> <li>• 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>• 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text.</li> <li>• 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>• I can explain how Google Sheets and Microsoft Excel can be effectively used to report, analyze, and present data.</li> <li>• I can input data into a spreadsheet using columns and rows.</li> <li>• I can format a spreadsheet using font format options, cell alignment, number formatting, and borders.</li> <li>• I can effectively use various formulas in spreadsheets including AutoSum, MAX, MIN, AVERAGE, addition, subtraction, multiplication, division, and multi-math formulas.</li> <li>• I can present data using the appropriate chart.</li> <li>• I can insert and format tables, pictures, and hyperlinks.</li> <li>• I can appropriately format the page layout and print set-up including page size, page breaks, print area, page orientation, margins, headers/footers, and printing gridlines.</li> <li>• I can explain how Microsoft Excel can be effectively used in communication.</li> <li>• I can discuss the differences between Google Sheets and Microsoft Excel.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>

1	<ul style="list-style-type: none"> <li>● I can explain how Google Sheets and Microsoft Excel can be effectively used to report, analyze, and present data.</li> </ul>	<p>Students will understand the importance and benefits of using Google Sheets.</p> <p>Students will be able to identify key concepts in the Google Sheets Interface.</p>	<p>Teacher Slideshow TBD based on current technology</p>
2-11	<ul style="list-style-type: none"> <li>● I can input data into a spreadsheet using columns and rows.</li> <li>● I can format a spreadsheet using font format options, cell alignment, number formatting, and borders.</li> <li>● I can effectively use various formulas in spreadsheets including AutoSum, MAX, MIN, AVERAGE, addition, subtraction, multiplication, division, and multi-math formulas.</li> <li>● I can present data using the appropriate chart.</li> <li>● I can insert and format tables, pictures, and hyperlinks.</li> <li>● I can appropriately format the page layout and print set-up including page size, page breaks, print area, page orientation, margins, headers/footers, and printing gridlines.</li> </ul>	<p>Students will be able to effectively create, format, and edit spreadsheets in Google Sheets and Microsoft Excel.</p>	<p>TBD based on current technology</p>
12	<ul style="list-style-type: none"> <li>● I can explain how Microsoft Excel can be effectively used in communication.</li> <li>● I can discuss the differences between Google Sheets and Microsoft Excel.</li> </ul>	<p>Students will be able to discuss similarities and differences between Microsoft Excel and Google Sheets.</p> <p>Students will be able to explain when it is best to use Google Sheets vs. Microsoft Excel.</p>	<p>Venn Diagram TBD based on current technology</p>

<b>Unit Title:</b>	
Presentations	
<b>Relevant Standards: Bold indicates priority</b>	
ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information <b>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</b>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• How is Microsoft PowerPoint used in creating presentations and other content?</li> <li>• How is Google Slides used in creating presentations and other content?</li> <li>• How are Microsoft PowerPoint and Google Slides similar and different?</li> <li>• How can being proficient in slideshow software benefit individuals?</li> </ul>	<ul style="list-style-type: none"> <li>• Google Slides and Microsoft PowerPoint have varying similarities and differences.</li> <li>• Google Slides is great for personal use and education use.</li> <li>• Microsoft Powerpoint is a great tool when working in a career or in college.</li> <li>• The ability to create a professional slideshow is essential for college and career.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students will demonstrate their learning by completing a variety of assignments using both Microsoft PowerPoint and Google Slides.</li> <li>• All assignments will be evaluated for accuracy and by rubric.</li> </ul>	7 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">CSA: Unit 5 - Presentations - 2023</a>	Students will use Google Slides and Microsoft PowerPoint to create and develop engaging presentations.
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Alignment, Animations, Audio, Background Style, Drag - N - Drop, New Slide, Notes Pages, Outline Pane, Slide Number, Slide Layout, Slide Master, Slide Orientation, Slide Sorter, Slide Transitions, Slides Pane, Theme, Title Slide, Video, Speaker Notes	N/A
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students will be able to use the information taught in this unit to create engaging presentations for all of their courses throughout high school.	<ul style="list-style-type: none"> <li>• Students believe that Microsoft PowerPoint and Google Slides are the same.</li> <li>• Students believe they are already proficient in Google Slides.</li> </ul>

<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<ul style="list-style-type: none"> <li>Students will need to know how to navigate a computer, navigate the Internet, and know how to type.</li> <li>Students have previously learned the general toolbars in Microsoft Word/Excel and Google Docs/Sheets, which will translate into Microsoft PowerPoint and Google Slides</li> </ul>		N/A	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<ul style="list-style-type: none"> <li>7.2 Optimize relevance, value, and authenticity</li> <li>9.1 Increase mastery-oriented feedback</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>7.2 Vary activities to ensure relevancy to student's lives now and in the future</li> <li>7.2 Design activities that are authentic and have real-world application</li> <li>9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain how Google Slides and Microsoft PowerPoint can be effectively used in communication.</li> <li>I can develop engaging, professional presentations based on audience and purpose.</li> <li>I can choose suitable animations and transitions for presentations.</li> <li>I can insert and format shapes, images, videos, and audio files.</li> <li>I can choose and format an appropriate theme for presentations.</li> <li>I can insert hyperlinks to outside web pages and slides within the slidedeck.</li> <li>I can explain how Microsoft PowerPoint can be effectively used in communication.</li> <li>I can discuss the differences between Google Slides and Microsoft PowerPoint.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>I can explain how Google Slides and Microsoft PowerPoint can be effectively used in communication.</li> </ul>	<p>Students will understand the importance and benefits of using Google Slides and Microsoft PowerPoint..</p> <p>Students will be able to identify key concepts in the Google Slides Interface.</p>	<p>Teacher Slideshow</p> <p>TBD based on current technology</p>

2-6	<ul style="list-style-type: none"> <li>● I can develop engaging, professional presentations based on audience and purpose.</li> <li>● I can choose suitable animations and transitions for presentations.</li> <li>● I can insert and format shapes, images, videos, and audio files.</li> <li>● I can choose and format an appropriate theme for presentations.</li> <li>● I can insert hyperlinks to outside web pages and slides within the slidedeck.</li> </ul>	Students will be able to effectively create, format, and edit presentations in Google Slides and Microsoft PowerPoint.	TBD based on current technology
7	<ul style="list-style-type: none"> <li>● I can explain how Microsoft PowerPoint can be effectively used in communication.</li> <li>● I can discuss the differences between Google Slides and Microsoft PowerPoint.</li> </ul>	Students will be able to discuss similarities and differences between Microsoft PowerPoint and Google Slides. Students will be able to explain when it is best to use Google Slides vs. Microsoft PowerPoint.	Venn Diagram TBD based on current technology

<b>Unit Title:</b>	
Desktop Publishing	
<b>Relevant Standards: Bold indicates priority</b>	
ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information <b>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</b>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• How can visually appropriate communications help convey your message?</li> <li>• Which type of visual representation is appropriate for the audience?</li> <li>• What are the key principles of design that impact layout and the formatting of a design?</li> <li>• What ethical considerations should be taken into account when selecting images and graphics to use?</li> <li>• What emerging trends and technologies are available and to utilize now and in the future?</li> </ul>	<ul style="list-style-type: none"> <li>• Using visually appropriate communications is important to effectively convey a message.</li> <li>• As a creator of content, it is imperative to know your audience in order to choose the appropriate design elements.</li> <li>• Creators need to consider color, typography, layout, and graphics.</li> <li>• Fair use laws and copyright laws must be considered when choosing images and graphics.</li> <li>• Technology is always changing and creators need to keep informed of the new and upcoming platforms available to them.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students will demonstrate their learning by completing a variety of assignments using presentation software.</li> <li>• All assignments will be evaluated for accuracy and by rubric.</li> </ul>	6 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">CSA: Unit 6 - Desktop Publishing - 2023</a>	Students will use a variety of web-based software programs for desktop publishing.
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Layout, Graphics, Typography, Color, Alignment, Proximity, Balance, Contrast, Resolution, Dots per Inch (DPI), Pixels per Inch (PPI), bleed lines, copyright, fair use laws, creative commons, export, converting files, print layout, printing, objects	N/A
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students will be able to use the information taught in this unit to create visually appropriate communications	<ul style="list-style-type: none"> <li>• Desktop publishing is the same as word processing.</li> <li>• You can freely use any images you find online.</li> </ul>

to help convey a message to a specific audience in future clubs, sports, and classes.			
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<ul style="list-style-type: none"> <li>• Students will need to know how to navigate a computer, navigate the Internet, and know how to type.</li> <li>• Students will have had experience inserting images, pictures, and graphs into various files.</li> </ul>		N/A	
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<ul style="list-style-type: none"> <li>• 7.2 Optimize relevance, value, and authenticity</li> <li>• 9.1 Increase mastery-oriented feedback</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 7.2 Vary activities to ensure relevancy to student's lives now and in the future</li> <li>• 7.2 Design activities that are authentic and have real-world application</li> <li>• 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <i>CELP standards:</i></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>• 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text.</li> <li>• 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>• I can utilize desktop publishing software to create and design various documents, logos, flyers, newsletters, charts, reports.</li> <li>• I can apply design principles such as balance, alignment, typography, color to create a visually appealing and professional publication.</li> <li>• I can evaluate the visual appeal based on the audience.</li> <li>• I can apply the appropriate file formats for different publications.</li> <li>• I can select the appropriate image resolution and quality based on the final product.</li> <li>• I can consider fair use and copyright laws in choosing my images and designs.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1-6	<ul style="list-style-type: none"> <li>• I can utilize desktop publishing software to create and design various documents, logos, flyers, newsletters, charts, reports.</li> <li>• I can apply design principles such as balance, alignment, typography, color to create a visually appealing and professional publication.</li> <li>• I can evaluate the visual appeal based on the audience.</li> </ul>	Students can showcase their ability to design various publications considering the purpose, audience, and available technology.	TBD based on current technology

	<ul style="list-style-type: none"><li>• I can apply the appropriate file formats for different publications.</li><li>• I can select the appropriate image resolution and quality based on the final product.</li><li>• I can consider fair use and copyright laws in choosing my images and designs.</li></ul>		
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
EDCI 1100 UConn: If You Love It, Teach It	CTE: Education Concentration-Teaching and Training Pathways	11-12	1.0

**Course Description:**

This college level UConn course explores the profession of teaching and the role passion for learning and for teaching plays in creating inclusive and engaging classrooms where all children are welcome and given the opportunity to learn. Students will learn about the evolution of the teaching profession over time and work to connect their strengths and passions to the important work teachers do! This course includes 20 hours of required internship time where students are working in district classrooms alongside experienced and passionate teachers!

**Aligned Core Resources:**

- Syllabus from Uconn
- Text: Educational Foundations

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

- GLOBAL AWARENESS
- 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
- SOCIAL AND CROSS-CULTURAL SKILLS
- Know when it is appropriate to listen and when to speak
  - Conduct themselves in a respectable, professional manner
  - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 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

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

Link to [Completed Equity Audit](#)

**Standard Matrix**

[National Education Association Standards](#)

Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>STANDARD I: Understanding the Profession</b> Rising educators learn about the profession to explore	x	x	x				

career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.							
<b>STANDARD II: Learning About Students</b> Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.	X	X		X			
<b>STANDARD III: Building Content Knowledge</b> Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.							X
<b>STANDARD IV: Engaging in Responsive Planning</b> Rising educators learn how to respond to students' needs through thoughtful planning.				X		X	X
<b>STANDARD V: Implementing Instruction</b> Rising educators learn effective instructional strategies to engage students and promote learning.					X	X	X
<b>STANDARD VI: Using Assessments and Data</b> Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.							X
<b>STANDARD VII: Engaging in Reflective Practice</b> Rising educators learn how reflective practice enables them to advance student learning and grow professionally.	X	X	X	X	X	X	X

## Unit Links

- [I. Passion, Teaching and Learning](#)
- [II. Education Then and Now](#)
- [III. Issues In Education](#)
- [IV. Relationships and Voice in Education](#)
- [V. Passions and Pedagogy](#)
- [VI. Planning and Reflecting](#)
- [VII: Putting It All Together](#)



<b>Unit Title:</b>	
I. Passion, Teaching and Learning	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>National Education Association Standards:</b></p> <ul style="list-style-type: none"> <li>● STANDARD I: Understanding the Profession</li> <li>● Standard II-Learning about Students</li> <li>● STANDARD VII: Engaging in Reflective Practice</li> </ul> <p><b>Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● RI,11-12.7:Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem.</li> <li>● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>● <b>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></li> <li>● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>● How does passion impact teacher effectiveness?</li> <li>● How do your skills and passions connect to the teaching profession?</li> </ul>	The skill to teach is cultivated by various processes including learning, observing, practicing, and experience, and most importantly, passion- for teaching and for learning.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Active discussion, assessments, readings, journaling	4 weeks
<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>
Passion Pedagogy Craft Teaching Learning	

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
		<p>Effective teachers need only to be skilled in their content area to be successful.</p> <p>Teaching is easy- “If one cannot do, teach”.</p>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
		<p>Passion for teaching and learning theme can be traced into all aspects of the teaching profession</p>	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Comprehension: Activate or supply background knowledge		<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> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>An EL can create clear and coherent grade-appropriate speech and text.</li> <li>An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> </ul>		<ul style="list-style-type: none"> <li>I can reflect and articulate my own individuality and passions and connect those to a future career in teaching</li> <li>I can explain how passion impacts the quality of teacher and student interactions</li> <li>I can identify current thought on the purpose of schooling and formulate opinions on what the future of schooling should be</li> <li>I can differentiate between the meaning of teaching and learning and then find connections</li> <li>I can exemplify why teaching is both an art and a craft</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>I can reflect and articulate my own individuality and passions and connect those to a future career in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a visual frame that exemplifies and articulates my individuality and passions.</li> <li>I can use that frame to guide my thinking for future lessons.</li> <li>I can use that frame to help my peers better understand me.</li> <li>I can share how my frame will impact me and my students.</li> </ul>	<p>My Frame project and discussion:</p> <p><input type="checkbox"/> Your Frame</p>

2	<ul style="list-style-type: none"> <li>• I can differentiate between the meaning of teaching and learning and then find connections</li> <li>• I can define what it means to be an effective teacher</li> <li>• I can explain how passion impacts the quality of teacher and student interactions</li> <li>• I can exemplify why teaching is both an art and a craft</li> </ul>	<ul style="list-style-type: none"> <li>• I can use readings and videos to understand the difference between teaching and learning.</li> <li>• I can identify how teaching and learning are connected.</li> <li>• I can use my own educational journey to write an autobiography of my learning experiences and how they have shaped my thinking.</li> <li>• I can formulate an argument for or against the popular saying: “Those that cannot do, teach”.</li> <li>• I can find examples from the teaching profession that exemplify why teaching isn’t just relaying content, but an art and a craft by interviewing teachers and drawing conclusions based on their responses.</li> <li>• I can connect my own passions experiences individuality to visualize myself as a future educator through journaling</li> </ul>	<ul style="list-style-type: none"> <li>Autobiography of a l...</li> <li>Educator Interviews ...</li> </ul> <p><a href="#">Taylor Mali: What teachers make   TED Talk</a></p>
3-4	<ul style="list-style-type: none"> <li>• I can identify current thoughts on the purpose of schooling and formulate opinions on what the future of schooling should be.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the Allegory of the Cave to debate the purpose of education in the form of a persuasive essay</li> <li>• I can use readings and internet resources to articulate the purpose of school historically to how it has changed and should be changed in the future according to my own opinions</li> <li>• I can create a presentation that highlights how the purpose of education is both similar and different in different cultures.</li> </ul>	<p><a href="#">PLATO The Allegory of the Cave</a></p> <ul style="list-style-type: none"> <li>Plato’s Allegory of th...</li> </ul> <p>Current educational publications that highlight the evolution of thinking for the purpose of schooling over the ages and across cultures, including: <a href="#">'The Objective of Education Is Learning, Not Teaching' - Knowledge at Wharton</a></p> <p>Access to internet for research</p>



<b>Unit Title:</b>	
II. Education Then and Now	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>National Education Association Standards:</b></p> <ul style="list-style-type: none"> <li>● STANDARD I: Understanding the Profession</li> <li>● STANDARD II: Learning About Students</li> <li>● STANDARD VII: Engaging in Reflective Practice</li> </ul> <p><b>Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● RI.11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem.</li> <li>● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>● <b>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></li> <li>● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>● How does a deep understanding of the history of education help guide future educational thinking?</li> <li>● How can an understanding of marginalized groups inform instructional decisions?</li> </ul>	Educational thinking has evolved over time and must continue to change to meet the needs of a dynamic and ever changing society
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will show a deep understanding of the changes that occurred in education through time, identify what drove those changes and argue the direction education must go moving forward using evidence, reflection, and data. Students will complete periodic unit assessments in the form of formal written assessments, journals, discussions.	8 weeks (separated by periodic assessments)
<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</b>


	<b>(beyond core resources):</b>
Compulsory education Profession Foundation Multiculturalism Marginalization	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Connections to Rising Educators units</li> <li>• Connections to advisory work</li> </ul>	Students believe schools have changed little over time or will change going forward, that things have always been the way they are and will continue to be.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Passion and education	Foundation for educational philosophy Preparation for field work Preparation for differentiated planning and classroom setup
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
	<ul style="list-style-type: none"> <li>• Activate or supply background knowledge</li> <li>• Build connections to prior understandings and experiences.</li> <li>• Highlight patterns, critical features, big ideas, and relationships</li> <li>• Accentuate important information and how it relates to the learning goal.</li> <li>• Apply learning to new contexts.</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
An EL can analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> <li>• I can differentiate between school and education by providing examples and context</li> <li>• I can discuss the origin and evolution of the teaching occupation and build a case that it is a profession</li> <li>• I can articulate the importance of educational foundations and provide examples</li> <li>• I can connect my own passions to educational foundations</li> <li>• I can define multiculturalism and discuss how this informs educational endeavors</li> <li>• I can explain what a curriculum is and where it originates and why</li> <li>• I can articulate the role of the teacher in both curriculum writing and delivery</li> <li>• I can identify the major categories of marginalized groups and discuss the implications this has on</li> </ul>

		<p>education</p> <ul style="list-style-type: none"> <li>● I can construct a strong argument as to the future of education and curriculum based on where we have been historically and where we should go in the future.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	<ul style="list-style-type: none"> <li>● I can differentiate between school and education by providing examples and context.</li> <li>● I can discuss the origin and evolution of the teaching occupation and build a case that it is a profession.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define both education and schooling and differentiate using several characteristics and using real world examples.</li> <li>● I can create a visual representation of how teachers have changed through the years and why or why it isn't a profession in my opinion using evidence.</li> </ul>	<p>Readings- Educational Foundations</p> <p><a href="#">PBS Online: Only A Teacher: Teaching Timeline</a></p>
3-5	<ul style="list-style-type: none"> <li>● I can use examples to articulate what is meant by the foundations of education.</li> </ul>	<ul style="list-style-type: none"> <li>● I can summarize the foundational tenets for the past, present, and future of education and how they have and will shape educational policy.</li> </ul>	<p><a href="#">Standard I Defining Foundations of Education</a></p> <p>Foundations of Education text</p>
6	<ul style="list-style-type: none"> <li>● I can connect my own passions to educational foundations.</li> </ul>	<ul style="list-style-type: none"> <li>● I can choose a major tenant of the foundations of education and link my passions through journal entry and discussion.</li> </ul>	
7-9	<ul style="list-style-type: none"> <li>● I can define multiculturalism and discuss how this informs educational endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>● I can articulate what is meant by multiculturalism by differentiating between the types of diversity.</li> <li>● I can discuss how education responds to multiculturalism in meeting the needs of all students through case studies and landmark court cases.</li> </ul>	<p><a href="#">The Importance of Diversity &amp; Multicultural Awareness in Education</a></p> <p>Educational Foundations readings</p> <p>Foundations of Education text</p> <p>Case studies/court cases</p>
10-11	<ul style="list-style-type: none"> <li>● I can explain what a curriculum is and where it originates and why.</li> <li>● I can articulate the role of the teacher in both curriculum writing and delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the components of curriculum documents and discuss the role</li> </ul>	<p><a href="#">From 1871 to 2021: A Short History of Education in the United States   News   SUNY Buffalo State</a></p>

		<p>state and national standards have on local curriculum.</p> <ul style="list-style-type: none"> <li>● I can discuss the different perspectives that history can have and the implication this has on standards based curriculum design through discussion, and completion of written assessments.</li> </ul>	<p><a href="#">University</a></p> <p>☰ PHILOSOPHICAL FO...</p> <p>Readings from Foundations of Education and/or Educational Foundations</p>
12-14	<ul style="list-style-type: none"> <li>● I can identify the major categories of marginalized groups and discuss the implications this has on curriculum and education.</li> <li>● I can identify the local and global implications of lack of education for marginalized groups and propose solutions to address the issue.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define the major categories of marginalized groups</li> <li>● I can discuss the educational decisions that need to be taken into account to serve the needs of marginalized groups through completion of case study and/or scenario based activities.</li> <li>● I can predict the impact that the current and worsening teacher shortage will have on all children, but in particular those that are in marginalized groups and propose viable solutions.</li> </ul>	<p><a href="#">Marginalized Groups</a></p> <p>Readings from Educational Foundations</p> <p>Case study in Native Americans and education <a href="#">The Education of American Indian Students</a></p> <p>☰ Underserved groups ...</p>

Unit Title:	
III. Issues In Education	
Relevant Standards: <b>Bold indicates priority</b>	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> <li>● <b>STANDARD I: Understanding the Profession</b></li> <li>● <b>STANDARD VII: Engaging in Reflective Practice</b></li> </ul> <u>Common Core Standards:</u> <ul style="list-style-type: none"> <li>● <b>RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></li> <li>● <b>RI,11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem.</b></li> <li>● <b>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></li> <li>● <b>W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</b></li> <li>● <b>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></li> </ul>	
Essential Question(s):	Enduring Understanding(s):
<p>How do current issues in education impact educational decision making?</p> <p>How can I connect my passions to solving an educational issue?</p> <p>How has my understanding of education shaped my own educational philosophy?</p>	<p>Educational issues have been and remain a challenge for educational progress, but with innovative thinking and passion, they can be resolved.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will choose an educational issue and format a well thought out APA style research paper that will count as their mid term grade. Students will share their findings in either a small or large group setting to educate each other and find connections and solutions.</p>	<p>8 weeks</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):

APA format Thesis Citation Qualitative data Quantitative data			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Rising Educators curriculum		Issues in education do not impact me Individual actions cannot make a difference in addressing educational issues	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
This will continue to build on prior units of classroom set up, classroom management, and inclusive learning environments.		Students will continue to look for engagement strategies being implemented by their host educator in fieldwork experiences.  Students will also be able to try out select strategies in their lesson assignments and presentations to fieldwork students.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Executive Functions		<ul style="list-style-type: none"> <li>• Provide graphic organizers and templates for data collection and organizing information</li> <li>• Embed prompts for categorizing and systematizing</li> <li>• Provide checklists and guides for note-taking and paper formatting</li> <li>• Provide one to one feedback on paper progress</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
An EL can adapt language choices to purpose, task, and audience when speaking and writing.		<ul style="list-style-type: none"> <li>• I can use APA format to write a well thought out research paper</li> <li>• I can use my own educational experiences to craft an individualized educational philosophy.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>• I can use my own educational experiences to craft an individualized educational philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• I can create an individualized, thoughtful and reflective educational philosophy using the guidelines provided.</li> </ul>	<a href="#">Writing a Teaching Philosophy</a>

2	<ul style="list-style-type: none"><li>• I can use APA format to write a well thought out research paper</li></ul>	<ul style="list-style-type: none"><li>• I can complete each task as it relates to the whole to complete my APA style research paper that spotlights an educational issue,</li></ul>	 Midterm research pa...
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Unit Title:	
IV. Relationships and Voice in Education	
Relevant Standards: <b>Bold indicates priority</b>	
<u>National Education Association Standards</u> <ul style="list-style-type: none"> <li>● STANDARD II: Learning about Students</li> <li>● Standard IV: Engaging in Responsive Planning</li> <li>● STANDARD VII: Engaging in Reflective Practice</li> </ul> <u>Common Core Standards</u> <ul style="list-style-type: none"> <li>● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</li> <li>● <b>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></li> <li>● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ul>	
Essential Question(s):	Enduring Understanding(s):
How do teachers form trusting relationships with their students?	Forming and keeping relationships with students is essential to successful teaching and learning.
How does using student and teacher voice impact the educational process?	Teachers and students have a voice and must use it as active participants in the educational process
Demonstration of Learning:	Pacing for Unit
Students will provide evidence through discussion, writing and project completion that both student and teacher voices are essential to forming and fostering trusting relationships that result in successful education.	2 weeks
Family Overview (link below)	Integration of Technology:
	<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):
Teacher voice Student voice	

Pedagogy			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Rising Ed II, psychology, child and family classes		Teacher-student relationships just happen with minimal effort or work	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Passion, educational issues, curriculum		This will serve as a foundation for the next unit where students will need to reference pedagogical skills and curriculum components in order to write lessons that would target grade level standards.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Comprehension-Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</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>	
An EL can 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 justify the need for teacher-student relationships for successful learning</li> <li>● I can articulate how teachers can initiate, foster, and maintain trusting relationships with students</li> <li>● I can define and explain the importance of teacher and student voice.</li> <li>● I can reflect on my own use or experience with a student or teacher voice.</li> <li>● I can interpret data to determine areas of need in education to connect to relationships and set the foundation for the student/teacher voice.</li> <li>● I can defend the use of teacher and student voices for scenarios where teacher and student voices would be necessary for educational success.</li> <li>● I can predict how relationships and voice connect to the delivery of curriculum through thoughtful pedagogy.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>

1	<ul style="list-style-type: none"> <li>● I can justify the need for teacher-student relationships for successful learning</li> <li>● I can articulate how teachers can initiate, foster, and maintain trusting relationships with students through creation of a thoughtful infographic.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use various resources to show understanding of the importance of trusting teacher/student relationships through discussion, reflection and creation of an infographic.</li> </ul>	<ul style="list-style-type: none"> <li>☰ Teacher and Student ...</li> </ul> <p>Infographic design templates</p>
2-3	<ul style="list-style-type: none"> <li>● I can define and explain the importance of teacher and student voice.</li> <li>● I can interpret data to determine the need for relationships and teacher/student voice.</li> <li>● I can reflect on my own use or experience with a student or teacher voice.</li> <li>● I can defend the use of teacher and student voices for scenarios where teacher and student voices.</li> </ul>	<ul style="list-style-type: none"> <li>● I can interpret data and have thoughtful discourse with peers to determine areas of need in education to connect to relationships and set the foundation for student/teacher voice.</li> <li>● I can accurately define teacher and student voice, reflect on my personal experience with it and show ability to use both teacher and student voices in various scenarios.</li> <li>● I can determine ways to elevate student and teacher-voice through writing.</li> </ul>	<ul style="list-style-type: none"> <li>☰ Do students and fami...</li> </ul> <p><a href="#">Education   Gallup Historical Trends.</a></p> <ul style="list-style-type: none"> <li>☰ elevating student voi...</li> </ul> <p>Educational Foundations reading:</p> <ul style="list-style-type: none"> <li>☰ Speaking in a Critical ...</li> </ul>
4	<ul style="list-style-type: none"> <li>● I connect teacher and student voice to discussions of relationships, multiculturalism, curriculum and passion.</li> </ul>	<ul style="list-style-type: none"> <li>● I can conduct a quantitative and qualitative survey that determines how teacher and student voice are impacting multiculturalism, student need, curriculum, and passion.</li> </ul>	<p>Google forms to conduct surveys to teachers and staff</p>
5	<ul style="list-style-type: none"> <li>● I can connect observations and experiences from fieldwork to discussions of relationships curriculum, passion, and voice</li> </ul>	<ul style="list-style-type: none"> <li>● I can connect observations and experiences from fieldwork to discussions of curriculum, passion, and voice through thoughtful and complete journal entry</li> </ul>	<p>Journal entry and reflection</p> <p>Formal unit assessment</p>

<b>Unit Title:</b>	
V. Passions and Pedagogy	
<b>Relevant Standards: Bold indicates priority</b>	
<p><u>National Education Association Standards:</u></p> <ul style="list-style-type: none"> <li>● STANDARD V: Implementing Instruction</li> <li>● STANDARD VII: Engaging in Reflective Practice</li> </ul> <p><u>Common Core Standards:</u></p> <ul style="list-style-type: none"> <li>● <b>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</b></li> <li>● <b>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></li> <li>● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How do educators create and deliver well thought out lessons or learning activities using best practices that incorporate both student and teacher voice as well as foster relationships?	Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Ability to identify best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships	4 weeks
<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>
<a href="#">Glossary of Pedagogical Terms - Center for Teaching and Learning</a>	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Psychology Biology	Pedagogical decisions are based on teachers own belief and ideas and are done in isolation

<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
		Students will apply pedagogical decision making to lesson planning	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>Comprehension:</b> Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</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>	
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.		<ul style="list-style-type: none"> <li>● I can define and apply pedagogical terminology to real world contexts</li> <li>● I can justify the importance of appropriate and individualized pedagogical decisions</li> <li>● I can connect best pedagogical practices to individualized student needs incorporating teacher passion</li> <li>● I can identify pedagogical practices that promote equity</li> <li>● I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1-2	<ul style="list-style-type: none"> <li>● I can define and apply pedagogical terminology to real world contexts</li> <li>● I can connect terminology to fieldwork placements</li> </ul>	<ul style="list-style-type: none"> <li>● I can define and apply pedagogical terminology to real world contexts success on assessment and connect terminology to observations and experiences in fieldwork placement through journaling and peer discussions.</li> </ul>	<a href="#">Glossary of Pedagogical Terms - Center for Teaching and Learning</a>  Readings from Foundations of Education  Flash cards project
3	<ul style="list-style-type: none"> <li>● I can identify the role of assessment and discuss the various types used in</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the role of assessment and discuss</li> </ul>	

	appropriate settings	the various types used in appropriate settings by completing a graphic organizer	
4	<ul style="list-style-type: none"> <li>I can discuss issues with assessment and individualized student need and propose solutions</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss issues with assessment and individualized student need and propose solutions using readings</li> <li>I can show mastery in assessment strategies using scenarios</li> </ul>	Readings from: <ul style="list-style-type: none"> <li>Grading for Equity</li> <li>Educational Foundations: Part 5</li> <li>Test Better, Teach Better</li> </ul>
5	<ul style="list-style-type: none"> <li>I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences by providing evidence</li> </ul>	5 domains of teaching document

## VI. Planning and Reflecting

### Relevant Standards: Bold indicates priority

#### National Education Association Standards:

- **STANDARD IV: Engaging in Responsive Planning**
- **STANDARD V: Implementing Instruction**
- **STANDARD VII: Engaging in Reflective Practice**

#### Common Core Standards:

- **W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences**
- **SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
- SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### Essential Question(s):

How do teachers plan effective lessons that reach all learners ?

How does reflection improve planning and future instruction?

### Enduring Understanding(s):

Thoughtful and purposeful, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students

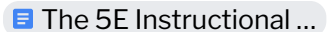
Reflection leads to educator growth and success

### Demonstration of Learning:

### Pacing for Unit

Ability to plan using best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships	3-4 weeks  Students will be spending a large segment of class hours at internships
<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>
Anticipate; Active learning; Assessment; Learning targets; Outcomes; Bloom's taxonomy; Enduring ideas; Instructional resources; Essential questions; 5 E; Reflection	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.	Teachers just know what they need to teach or can "wing it"
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
This unit allows students to apply and utilize their learning through their fieldwork experience and class activities.  This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.	
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Comprehension:</b> Highlight patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</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 <i>CELP standards:</i></b>	<b>Learning Targets:</b>
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> <li>● I can use lesson plan templates to create effective lessons</li> </ul>

		<ul style="list-style-type: none"> <li>● I can justify how specific strategies support curricular implementation and record the connections in my journal.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> <li>● I can plan a lesson and then engage in thoughtful discourse and reflection as to the different ways the same lesson can be taught</li> <li>● I can debate the pros and cons of planning decisions using a scenario based approach</li> </ul>	<ul style="list-style-type: none"> <li>● I can plan a lesson and then engage in thoughtful discourse as to the different ways the same lesson can be taught through discussion and writing assessment</li> <li>● I can debate the pros and cons of planning decisions using a scenario based approach through writing assessment</li> </ul>	<p>How did you teach it? Activity</p> <p>Readings on effective and efficient lesson planning</p> <p>Access to TPT and other websites that offer lesson plan ideas</p>
2	<ul style="list-style-type: none"> <li>● I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom.</li> <li>● I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students.</li> </ul>	<ul style="list-style-type: none"> <li>● I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom.</li> <li>● I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students and communicate them effectively during class discussions</li> <li>● I can organize a field work journal to collect evidence of curriculum implementation during observations.</li> <li>● I can record curricular observations in my fieldwork journal regularly.</li> <li>● I can identify how specific strategies support curricular implementation and record the connections in my journal.</li> <li>● I can select and use strategies observed with students during my fieldwork experience.</li> </ul>	

3	I can identify and describe the components of a 5E model of planning	I can identify and describe the components of a 5E model of planning by collaborating with peers to make instructional decisions using components of this model	
3	<ul style="list-style-type: none"> <li>● I can create an authentic lesson plan using lesson plan templates that exemplifies my understanding of standard, pedagogical skill, and passion.</li> <li>● I can articulate ANTICIPATED student outcomes from my authentic lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>● I can design a learning activity that meets the curricular criteria.</li> <li>● I can implement a learning activity to ensure student engagement through the use of targeted strategies.</li> <li>● I can reflect on the implementation of the learning activity, so I can improve my future practice.</li> </ul>	Lesson plan template
4	I can articulate the importance of reflection in teaching	I can articulate the importance of reflection in teaching through discussion and writing assessment	Foundations in Education readings  <a href="#">The Ultimate Guide to Reflective Practice in Teaching</a>
5	<ul style="list-style-type: none"> <li>● I can organize observations from my field work into the 5 domains of teaching.</li> <li>● I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work.</li> </ul>	<ul style="list-style-type: none"> <li>● I can code my fieldwork journal for evidence of the 5 domains of learning.</li> <li>● I can organize the observations into the 5 domains.</li> <li>● I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains.</li> <li>● I can reflect on my contribution to the classroom community during the fieldwork experience.</li> </ul>	5 domains of teaching document

## VII: Putting It All Together

### Relevant Standards: Bold indicates priority

#### National Education Association Standards:

- **STANDARD III: Building Content Knowledge**
- **STANDARD V: Implementing Instruction**
- **STANDARD VI: Using Assessments and Data**
- **STANDARD VII: Engaging in Reflective Practice**

#### Common Core Standards:

- **W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences**
- **SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
- SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### Essential Question(s):

How do educators create and deliver well thought out lessons or learning activities using best practices that incorporate both student and teacher voice as well as foster relationships?

### Enduring Understanding(s):

Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.

### Demonstration of Learning:

Ability to identify and use best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships

### Pacing for Unit

3-4 weeks

### Family Overview (link below)

### Integration of Technology:

*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

### Unit-specific Vocabulary:

Portfolio  
Micro teach

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


### Opportunities for Interdisciplinary Connections:

Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.

### Anticipated misconceptions:

Timing of learning activities, how many components must be thought out in order to have an effective lesson.

<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<p>This unit allows students to apply and utilize their learning through their fieldwork experience and class activities.</p> <p>This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.</p>		<p>This will be the end of the course.</p>	
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Comprehension:</b> Highlight patterns, critical features, big ideas, and relationships</p>		<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</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 <i>CELP standards:</i></b>		<b>Learning Targets:</b>	
<p>An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>		<ul style="list-style-type: none"> <li>● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience that highlight my passion.</li> <li>● I can organize observations from my field work into the 5 domains of teaching.</li> <li>● I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work.</li> <li>● I can create a summative portfolio that highlights my strengths a future educator</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	
1	<ul style="list-style-type: none"> <li>● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience that highlight my passion.</li> </ul>	<ul style="list-style-type: none"> <li>● I can design a learning activity that meets the curricular criteria.</li> <li>● I can implement a learning activity to ensure student engagement through the use of targeted strategies.</li> <li>● I can reflect on the</li> </ul>	<ul style="list-style-type: none"> <li>● Learning activity micro teach</li> </ul>

		implementation of the learning activity, so I can improve my future practice.	
3	<ul style="list-style-type: none"> <li>• I can organize observations from my field work into the 5 domains of teaching.</li> <li>• I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can code my fieldwork journal for evidence of the 5 domains of learning.</li> <li>• I can organize the observations into the 5 domains.</li> <li>• I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains.</li> <li>• I can reflect on my contribution to the classroom community during the fieldwork experience.</li> </ul>	
4	<ul style="list-style-type: none"> <li>• I can create a summative portfolio that highlights my strengths and passion as future educator</li> </ul>	<ul style="list-style-type: none"> <li>• I can decide which materials best represent my skills and strengths as an educator.</li> <li>• I can create material of my choice that will create a comprehensive portfolio of my skills and strengths.</li> <li>• I can organize and manage the details of creating a well designed portfolio.</li> </ul>	 EDCI 1100 portfolio

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Rising Educators II	CTE: Education Concentration-Teaching and Training Pathways	10-12	0.5

**Course Description:**

This is the second course in the Rising Educators series. Throughout the semester, students learn about the essential elements to a positive classroom environment, the role of evidence-based practice in yielding expected student outcomes, and the modes in which curriculum is used in generating teacher lesson plans. Student learning is anchored in fieldwork and observational experiences, where they observe instruction, link observations to their conceptual learning, and apply in their work with students.

**Aligned Core Resources:**

- Slide decks from Educators Rising
- Education Week Periodical

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

- GLOBAL AWARENESS**
- 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
- SOCIAL AND CROSS-CULTURAL SKILLS**
- Know when it is appropriate to listen and when to speak
  - Conduct themselves in a respectable, professional manner
  - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 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

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

Link to [Completed Equity Audit](#)

Rising Educators I

**Standard Matrix**

[National Education Association Standards](#)

Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>STANDARD I: Understanding the Profession</b> Rising educators learn about the		x			

profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.					
<b>STANDARD II: Learning About Students</b> Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.	X	X			
<b>STANDARD III: Building Content Knowledge</b> Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.				X	
<b>STANDARD IV: Engaging in Responsive Planning</b> Rising educators learn how to respond to students' needs through thoughtful planning.		X	X		
<b>STANDARD V: Implementing Instruction</b> Rising educators learn effective instructional strategies to engage students and promote learning.		X	X	X	X
<b>STANDARD VI: Using Assessments and Data</b> Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.					
<b>STANDARD VII: Engaging in Reflective Practice</b> Rising educators learn how reflective practice enables them to advance student learning and grow professionally.					

## Unit Links

[The Classroom Environment](#)

[Evidence-based Practice and Field Work](#)

[Engagement](#)

[Curriculum and Planning](#)

[Application of Learning](#)

<b>Unit Title:</b>	
The Classroom Environment	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>National Education Association Standards:</b></p> <ul style="list-style-type: none"> <li>Standard II-Learning about Students</li> </ul> <p><b>Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>RI,11-12.7:Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem.</li> <li>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li><b>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></li> <li>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>How does teacher decision making on thoughtful classroom set up impact student learning?</li> <li>How can teachers employ successful strategies to facilitate maximum student learning for social emotional and academic development?</li> </ul>	Teachers must make appropriate decisions about the classroom environment to ensure maximum success for students' social emotional and academic development.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Projects, Quiz, written responses	
<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>
Critical thinking; Social emotional learning; Instruction; Routine; Motivation; Values based management; Student learner centered; Community centered; Knowledge centered; Assessment centered	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>

<ul style="list-style-type: none"> <li>● Psychology</li> <li>● Sociology</li> </ul>	Teachers always employ thoughtful evidence based strategies when making decisions about how the classroom environment is structured.		
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Ed Rising I- Classroom Setups		The classroom environment sets the stage for effective engagement strategies.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Comprehension: Activate or supply background knowledge		<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> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>● An EL can create clear and coherent grade-appropriate speech and text.</li> <li>● An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> </ul>		<ul style="list-style-type: none"> <li>● I can <u>identify and discuss</u> aspects of classroom set up and structure that affect the culture of a classroom.</li> <li>● I can <u>articulate</u> the importance of addressing physical and social aspects of the learning environment.</li> <li>● I can <u>explain</u> how my designed classroom layout creates a safe and inclusive environment for all students.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	I can identify aspects of classroom set up and structure that affect the culture of a classroom through observation from classroom walkthroughs	<ul style="list-style-type: none"> <li>● I can identify the essential elements in classroom structure.</li> <li>● I can describe how the classroom structure impacts the culture of the class.</li> <li>● I can critique aspects of classroom setup from walkthroughs and provide a rationale for my critique related to the essential elements.</li> </ul>	Teachers/classrooms cooperation for student walkthroughs
2	I can reflect on the effectiveness of past classroom environment decisions in elementary school and connect those experiences to the essential elements of a classroom.	<ul style="list-style-type: none"> <li>● I can discuss my elementary and middle school classroom environment experience with my peers.</li> <li>● I can connect the essential elements to those experiences.</li> <li>● I can define how certain</li> </ul>	Peer groups, poster paper

		<p>elements (in my experience) were effective with evidence. I can define how certain elements (in my experience) were ineffective with evidence.</p>	
3-4	<p>I can identify and articulate the importance of values based management.</p>	<ul style="list-style-type: none"> <li>● I can understand the tenets of values-based classroom management.</li> <li>● I can explain how the tenets of a values-based management system supports a positive learning environment.</li> <li>● I can apply the tenets of values-based classroom management to thoughtful and effective classroom management by creating their own values based management classroom plan.</li> </ul>	<p>Slides</p>
5-6	<p>I can deeply articulate the 4 types of learning environments and provide examples of each.</p>	<ul style="list-style-type: none"> <li>● I can name the 4 types of learning environments.</li> <li>● I can explain how each of the 4 types of learning environments impacts students and learning outcomes. <ul style="list-style-type: none"> <li>○ student/learner centered,</li> <li>○ knowledge centered,</li> <li>○ community centered,</li> <li>○ assessment centered</li> </ul> </li> </ul>	<p>Slides, internet access</p>

<b>Unit Title:</b>	
Evidence-based Practice and Field Work	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>National Education Association Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>STANDARD I: Understanding the Profession</b></li> <li>● STANDARD II: Learning About Students</li> <li>● STANDARD V: Implementing Instruction</li> <li>● STANDARD IV: Engaging in Responsive Planning</li> </ul> <p><b>Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● RI.11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem.</li> <li>● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>● <b>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></li> <li>● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>● Why is evidence based practice essential for effective education?</li> <li>● How can teachers identify and use evidence based practice?</li> </ul>	Evidence based practice supports effective instructional pedagogical decisions and instructional strategies for effective learning.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will be able to not only critically identify evidence based practice from research but also from direct observation from peers and instructors	
<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>
Qualitative data; Quantitative data; Evidence based practice; Field work; Observation; Research; Outcomes;	

Emerging practice; Pedagogy; Objective; Subjective; Differentiation; Scaffolding; Feedback; IEP; 504			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
<ul style="list-style-type: none"> <li>• Connections to science classes/scientific methodology</li> <li>• Connections to Ed Rising I</li> <li>• Curriculum topics EDCI 1100</li> </ul>		Many teachers and students believe the curriculum is the selected textbook.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Ed Rising I-What is a curriculum?			
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Comprehension		<ul style="list-style-type: none"> <li>• Activate or supply background knowledge</li> <li>• Build connections to prior understandings and experiences.</li> <li>• Highlight patterns, critical features, big ideas, and relationships</li> <li>• Accentuate important information and how it relates to the learning goal.</li> <li>• Apply learning to new contexts.</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
An EL can analyze and critique the arguments of others orally and in writing.		<ul style="list-style-type: none"> <li>• I can analyze collected quantitative and qualitative data to determine if it accurately and objectively represents the viewed instruction.</li> <li>• I can explain the connection between using evidence based practice and student learning outcomes.</li> <li>• I can elaborate on a missed opportunity during my field work and share how an evidence based practice would have improved student outcomes.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>• I can generate objective qualitative and quantitative observations of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• I can distinguish between qualitative and quantitative data.</li> <li>• I can distinguish between objective and subjective observations.</li> <li>• I can create examples of high quality objective qualitative and quantitative data for a scenario.</li> <li>• I can generate quantitative and</li> </ul>	Teaching videos

		<p>qualitative data while observing instruction.</p> <ul style="list-style-type: none"> <li>● I can analyze collected quantitative and qualitative data to determine if it accurately and objectively represents the viewed instruction.</li> </ul>	
2-3	<ul style="list-style-type: none"> <li>● I can describe evidence based best practices for student success</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the meaning of evidence-based practice.</li> <li>● I can research some evidence based instructional practices and name them.</li> <li>● I can explain the connection between using evidence based practice and student learning outcomes.</li> </ul>	<a href="#">Evidence-based teaching practices</a>
4-5	<ul style="list-style-type: none"> <li>● I can make pedagogical decisions using evidence based data.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define pedagogical decision-making.</li> <li>● I can create a lesson that incorporates evidence based practices.</li> <li>● I can consider how to measure the impact of evidence based practices in action.</li> <li>● I can explain the expected student impact from the use of these evidence based practices.</li> </ul>	
6	<ul style="list-style-type: none"> <li>● I can use an IEP and 504 document to prepare lessons that meet learners' individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>● I can differentiate between an IEP and 504.</li> <li>● I can explain how IEP's and 504's are used for exceptional learners.</li> <li>● I can articulate needs that can be met through use of an IEP and 504 documents.</li> <li>● I can plan instruction to meet the needs of exceptional learners.</li> </ul>	Ed rising slides Sample IEP and 504 documents for review
7	<ul style="list-style-type: none"> <li>● I can be professional in a variety of education related situations.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define professionalism.</li> </ul>	Case studies

		<ul style="list-style-type: none"> <li>● I can explain the importance of being professional in an educational setting.</li> <li>● I can behave professionally in a variety of educational situations.</li> </ul>	
8	<ul style="list-style-type: none"> <li>● I can identify evidence based practices within fieldwork experiences and describe the associated student impact.</li> </ul>	<ul style="list-style-type: none"> <li>● I can conduct myself in a professional manner during fieldwork opportunities.</li> <li>● I can identify evidence based practices during my field work experience.</li> <li>● I can explain the student benefit for each of the evidence-based practices observed during my fieldwork.</li> <li>● I can elaborate on a missed opportunity during my field work and share how an evidence based practice would have improved student outcomes.</li> </ul>	Fieldwork placements


<b>Unit Title:</b>	
Engagement	
<b>Relevant Standards: Bold indicates priority</b>	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> <li>● STANDARD IV: Engaging in Responsive Planning</li> <li>● <b>STANDARD V: Implementing Instruction</b></li> </ul> <u>Common Core Standards:</u> <ul style="list-style-type: none"> <li>● RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● RI,11-12.7:Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem.</li> <li>● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>● <b>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></li> <li>● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
What are effective engagement strategies teachers can use and how do they impact student learning?	There are a variety of engagement strategies and effective educators use strategies in planning and instruction in order to increase student learning. .
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
	2 weeks ( 4-5 block class periods)
<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>
Affective Engagement; Behavioral Engagement; Cognitive Engagement; Teacher Centered ; Student Centered; Critical Engagement; Questioning	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	All teachers use all strategies in each lesson.

<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
This will continue to build on prior units of classroom set up, classroom management, and inclusive learning environments.		Students will continue to look for engagement strategies being implemented by their host educator in fieldwork experiences.  Students will also be able to try out select strategies in their lesson assignments and presentations to fieldwork students.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Executive Functions		<ul style="list-style-type: none"> <li>● Provide graphic organizers and templates for data collection and organizing information</li> <li>● Embed prompts for categorizing and systematizing</li> <li>● Provide checklists and guides for note-taking</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
An EL can adapt language choices to purpose, task, and audience when speaking and writing.		<ul style="list-style-type: none"> <li>● In my presentation, I can use information from at least two reputable educational resources.</li> <li>● In my presentation, I can use a clear description of the assigned strategy using my own words.</li> <li>● In my presentation I can describe two ways to use the strategy in the classroom.</li> <li>● I can present my selected engagement strategies to a small group.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>● I can articulate what engagement strategies are and how they impact the classroom learning environment and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain the purpose of using engagement strategies.</li> <li>● I can identify engagement strategies in action.</li> <li>● I can explain the impact of engagement strategies on the classroom environment.</li> <li>● I can connect the use of engagement strategies to improved student performance.</li> </ul>	<a href="#">Student Engagement 101 Slide Deck</a>
2	<ul style="list-style-type: none"> <li>● I can gather information on a specific engagement strategy from a variety of reliable sources and summarize my findings into a clear presentation for classmates.</li> </ul>	<ul style="list-style-type: none"> <li>● In my presentation, I can use information from at least two reputable educational resources.</li> <li>● In my presentation, I can use a clear description</li> </ul>	Nine Strategies for Promoting Student Engagement (4 part series) By: Larry Ferrlazzo (Education Week)

		<p>of the assigned strategy using my own words.</p> <ul style="list-style-type: none"> <li>● In my presentation I can describe two ways to use the strategy in the classroom.</li> </ul>	
3	<ul style="list-style-type: none"> <li>● I can effectively explain and demonstrate a specific engagement strategy to a small group of peers.</li> <li>● I can describe at least two engagement strategies that I learned about from peer presentations.</li> </ul>	<ul style="list-style-type: none"> <li>● I can present my selected engagement strategies to a small group.</li> <li>● I can record information regarding new engagement strategies presented by my peers.</li> <li>● I can internalize newly learned engagement strategies, so I can explain and or plan for their use with students.</li> </ul>	Exit Ticket: Which strategy do you think you are most likely to use? Least likely to use? Explain your thinking.
4	<ul style="list-style-type: none"> <li>● I can observe and record evidence of engagement strategies being used in my fieldwork classroom.</li> <li>● I can assess the effectiveness of the strategies seen based on student behavior and participation in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● I can conduct myself in a professional manner during fieldwork opportunities.</li> <li>● I can identify the use of engagement strategies during my field work experience.</li> <li>● I can explain the student benefit for each of the engagement practices observed during my fieldwork.</li> <li>● I can evaluate the effectiveness of an engagement strategy observed during my field work and explain how it impacted student outcomes.</li> </ul>	<a href="#">5 domains of teacher practice</a>

<b>Unit Title:</b>	
Curriculum and Planning	
<b>Relevant Standards: Bold indicates priority</b>	
<u>National Education Association Standards</u> <ul style="list-style-type: none"> <li>● <b>STANDARD III: Building Content Knowledge</b></li> <li>● STANDARD V: Implementing Instruction</li> </ul> <u>Common Core Standards</u> <ul style="list-style-type: none"> <li>● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● <b>W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</b></li> <li>● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</li> <li>● <b>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></li> <li>● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
	Understanding the numerous components of curriculum design is critical to an educator's effectiveness.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Presentation of Lesson Plan Fieldwork Journal Entries Small group and Fishbowl Discussions	Approx 2.5 weeks (8 block periods)
<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>
Questioning Techniques ; Assessment ; Standards	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>

Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.		That just having something for students to do is enough of a plan to have.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Ties in classroom structure, behavior management, engagement strategies and inclusive learning environments to the instruction of content and skills.		This will serve as a foundation for the next and final unit where students will need to reference curriculum components in order to write lessons that would target grade level standards.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Comprehension-Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</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>	
An EL can 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 research various models of curriculum design.</li> <li>● I can describe the elements of curriculum design and how they are represented in at least one model of curriculum design.</li> <li>● I can use the elements of a curricular document to generate a daily lesson plan (using a specific template).</li> <li>● In my presentation, I will ensure my peers understand how the curriculum expectations are aligned to the lesson.</li> <li>● I can productively contribute to a discussion regarding evidence of the 5 domains of teaching I have observed.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>● I can explain the key elements of a curriculum, and explain how different curricular models incorporate those elements.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define a curriculum.</li> <li>● I can explain the key elements of curriculum design.</li> <li>● I can research various models of curriculum</li> </ul>	<a href="#">Universal Design Framework</a> <a href="#">Curriculum Article 1</a> <a href="#">Curriculum Article 2</a> <a href="#">Meanings of Curriculum</a>

		<p>design.</p> <ul style="list-style-type: none"> <li>● I can describe the elements of curriculum design and how they are represented in at least one model of curriculum design.</li> </ul>	
2	<ul style="list-style-type: none"> <li>● I can read and interpret a selected curriculum document and generate a daily lesson plan that incorporates key components of the selected curriculum model.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare models of curriculum.</li> <li>● I can select and define a curricular model that resonates with my style.</li> <li>● I can use the elements of a curricular document to generate a daily lesson plan (using a specific template).</li> </ul>	
3	<ul style="list-style-type: none"> <li>● I can develop a daily lesson plan that meets the demands of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● I can present the curriculum aligned lesson to my peers.</li> <li>● In my presentation, I will ensure my peers understand how the curriculum expectations are aligned to the lesson.</li> <li>● I can elicit peer feedback to strengthen the connection of my lesson and the curriculum.</li> <li>● I can use peer feedback to revise my lesson plan to improve alignment to the provided curricular document.</li> </ul>	
4	<ul style="list-style-type: none"> <li>● I can observe and record evidence of curriculum components being used in my fieldwork classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● I can conduct myself in a professional manner during fieldwork opportunities.</li> <li>● I can observe instruction.</li> <li>● I can identify the connections between instruction and the curriculum document.</li> <li>● I can explain the relationship between expected student outcomes from the curriculum and the observed instruction.</li> </ul>	<p> 5 domains of teacher...</p>

5	<ul style="list-style-type: none"> <li>• I can use evidence to assess my progress towards my fieldwork based SMART goal and revise if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can review my SMART goal.</li> <li>• I can use experiences from fieldwork as evidence of the 5 domains of teaching.</li> <li>• I can productively contribute to a discussion regarding evidence of the 5 domains of teaching I have observed.</li> </ul>	Checklist/Evidence collection by peer partner of fishbowl contributions.
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<b>Unit Title:</b>	
Application of Learning	
<b>Relevant Standards: Bold indicates priority</b>	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> <li>● <b>STANDARD V: Implementing Instruction</b></li> </ul> <u>Common Core Standards:</u> <ul style="list-style-type: none"> <li>● <b>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</b></li> <li>● <b>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></li> <li>● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How do educators create and deliver well thought out lessons or learning activities?	Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Final Fieldwork Reflection 5 Domains of Effective Teaching Analysis Welcome Back Packet Final Project	3-4 weeks ( 10 block class periods)
<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>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.	Timing of learning activities, how many components must be thought out in order to have an effective lesson.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>

<p>This unit allows students to apply and utilize their learning through their fieldwork experience and class activities.</p> <p>This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.</p>		<p>This will be the end of the course.</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>Comprehension:</b> Highlight patterns, critical features, big ideas, and relationships</p>		<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</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>			
<p><b>Related <a href="#">CELP standards:</a></b></p>		<p><b>Learning Targets:</b></p>	
<p>An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>		<ul style="list-style-type: none"> <li>● I can identify how specific strategies support curricular implementation and record the connections in my journal.</li> <li>● I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains.</li> <li>● I can reflect on my contribution to the classroom community during the fieldwork experience.</li> <li>● I can create a welcome packet to showcase how the 5 domains of teaching transfer to the student perspective of school.</li> </ul>	
<p><b>Lesson Sequence</b></p>	<p><b>Learning Target</b></p>	<p><b>Success Criteria/ Assessment</b></p>	<p><b>Resources</b></p>
<p>1</p>	<ul style="list-style-type: none"> <li>● I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom.</li> <li>● I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students.</li> </ul>	<ul style="list-style-type: none"> <li>● I can organize a field work journal to collect evidence of curriculum implementation during observations.</li> <li>● I can record curricular observations in my fieldwork journal regularly.</li> <li>● I can identify how specific strategies support curricular implementation and</li> </ul>	<p>Fieldwork Journal Entry <a href="#">5 domains of teacher practice</a></p>

		<p>record the connections in my journal.</p> <ul style="list-style-type: none"> <li>● I can select and use strategies observed with students during my fieldwork experience.</li> </ul>	
2	<ul style="list-style-type: none"> <li>● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience.</li> </ul>	<ul style="list-style-type: none"> <li>● I can design a learning activity that meets the curricular criteria.</li> <li>● I can implement a learning activity to ensure student engagement through the use of targeted strategies.</li> <li>● I can reflect on the implementation of the learning activity, so I can improve my future practice.</li> </ul>	Host Teacher Rubric
3	<ul style="list-style-type: none"> <li>● I can organize observations from my field work into the 5 domains of teaching.</li> <li>● I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work.</li> </ul>	<ul style="list-style-type: none"> <li>● I can code my fieldwork journal for evidence of the 5 domains of learning.</li> <li>● I can organize the observations into the 5 domains.</li> <li>● I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains.</li> <li>● I can reflect on my contribution to the classroom community during the fieldwork experience.</li> </ul>	<a href="#">Fieldwork/ End of Course Reflection</a>
4 (Optional)	<p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>● I can design a <i>Welcome Back</i> packet that synthesizes my learning throughout the scope of the course.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define the importance of the 5 domains of teaching.</li> <li>● I can share how the 5 domains of teaching show up in the classroom.</li> <li>● I can help students understand the strategic moves teachers make to support the 5 domains of teaching.</li> <li>● I can create a welcome packet to showcase</li> </ul>	<a href="#">Rising Educators II Final Exam Project</a>

		how the 5 domains of teaching transfer to the student perspective of school.	
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Foundations of Health Science	CTE	9-10	0.5

**Course Description:**

An introduction to the various pathways (Diagnostic, Therapeutic, Health Informatics, Support Services, Biotechnology Research and Development) in the field of Allied Health. Students will learn the basic structure and function of selected body systems and will practice medical skills associated with selected body systems. Students will learn medical abbreviations, and basic medical terminologies (prefix, suffix, and word roots) associated with selected body systems. Particular focus will be placed on vital signs, and skills associated with medical assisting, CNA and nursing. Students will also learn basic communication skills and demonstrate competency in dealing with patients with a variety of backgrounds regardless of sexual orientation, religious, ethnic and racial status. This course embeds multiple hands-on (CPR training, Stop The Bleed) and virtual lab experiences (Blood Typing) to enhance their knowledge and class experience. Students will be expected to demonstrate competency in the skills that are taught.

**Aligned Core Resources:**

**Connection to the *BPS Vision of the Graduate***

**HEALTH LITERACY**  
 Obtain, interpret and understand basic health information and services and use such information and services in ways that enhance health  
 Understand preventative physical and mental health measures, including proper diet, nutrition, 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**

Common Career Technical Core Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>HL 1.1: Utilize knowledge of human structure and function to conduct health care roles.</b> <ul style="list-style-type: none"> <li>Describe the basic structures and functions of cells, tissues, organs and systems as they relate to homeostasis.</li> <li>Compare relationships among cells, tissues, organs and systems.</li> <li>Explain body planes, directional terms, quadrants and cavities.</li> <li>Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies and care rehabilitation.</li> </ul>			X		
<b>HL 3.6: Utilize emergency procedures and protocols.</b> <ul style="list-style-type: none"> <li>Interpret the evacuation plan for the health care setting.</li> <li>Construct an emergency plan for a health care setting in response to a natural disaster or other emergency.</li> <li>Follow the facility procedure when a fire is discovered.</li> </ul>					X

<p>HL 4.1: Describe team member participation.</p> <ul style="list-style-type: none"> <li>● Communicate verbally and nonverbally with team colleagues to assure a best result for the client.</li> <li>● Collaborate with others to formulate team objectives.</li> <li>● Identify responsible actions of team members to complete assigned tasks in a timely and effective manner.</li> <li>● Recognize the importance of active listening to other team members.</li> <li>● Exercise leadership skills as appropriate.</li> <li>● Respect and value the expertise and contributions of all team members.</li> <li>● Recognize the importance of working collaboratively with persons from diverse backgrounds to accomplish a common goal.</li> <li>● Apply corrective action to an acknowledged conflict situation.</li> <li>● Exhibit a strong sense of team identity and commitment to purpose</li> </ul>	X				
<p>HL 5.1: Describe legal implications affecting health care workers.</p> <ul style="list-style-type: none"> <li>● Analyze legal responsibilities, limitations and implications of actions.</li> <li>● Use problem-solving techniques when confronted with legal dilemmas or issues.</li> <li>● Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.</li> <li>● Identify and comply with policies and requirements for documentation and record keeping.</li> <li>● Identify and comply with established risk management criteria and procedures.</li> <li>● Evaluate if an incident is reportable.</li> <li>● Identify and comply with non-discriminatory laws.</li> <li>● Identify and comply with institutional policy and procedures</li> </ul>				X	
<p>HL 5.2: Describe legal practices employed by health care workers.</p> <ul style="list-style-type: none"> <li>● Perform duties according to regulations, policies, laws and legislated rights of clients.</li> <li>● Manage clients' rights according to the Patients' Bill of Rights.</li> <li>● Manage confidentiality according to Health Information Portability Access Act (HIPAA).</li> <li>● Employ practices that adhere to licensure, certification, registration and legislated scope of practice.</li> <li>● Apply the doctrine of informed consent.</li> <li>● Evaluate technological threats to confidentiality.</li> <li>● Employ mandated standards for workplace safety, i.e., OSHA, CDC, CLIA.</li> <li>● Apply mandated standards for harassment, labor and employment laws.</li> </ul>				X	
<p>HL 6.3: Explain cultural, social and ethnic diversity as it applies to health care delivery.</p> <ul style="list-style-type: none"> <li>● Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events.</li> <li>● Demonstrate respect of individual cultural, social and ethnic diversity within the healthcare environment.</li> </ul>		X			

Unit Links
<a href="#">Unit 1: Professional Skills</a> <a href="#">Unit 2: Cultural, Social, and Ethnic Diversity</a> <a href="#">Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology</a> <a href="#">Unit 4: Vital Signs</a> <a href="#">Unit 5: First Aid</a>

Unit Title:	
Unit 1: Professional Skills	
Relevant Standards: Bold indicates priority	
HL 4.1: Describe team member participation.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>Why is teamwork important in a healthcare setting?</li> <li>What are ten (10) characteristics of a healthcare team member?</li> <li>What are four (4) barriers to communication?</li> <li>What is the impact of a healthcare professional's personal appearance on patient experience?</li> <li>What is the importance of non verbal communication and what is its impact on positive patient outcomes?</li> </ul>	Communication is the process of exchanging messages among team members in a healthcare setting. Accurate communication is therefore vital. Healthcare professionals must communicate effectively and appropriately with other health care workers, patients and clients and their families, students, visitors, administrators, and business contacts.
Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	5
Family Overview (link below)	Integration of Technology:
<a href="#">5 Health Science Career Pathways</a> <a href="#">Personal Qualities of Healthcare Workers</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):
Professionalism, responsibility, team player, teamwork, communication, cultural diversity, autocratic, democratic, tact, nonverbal communication,	

parliamentary procedure, personal hygiene, phone etiquette, medical terminology, discretion			
<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>	
Comprehension		<ul style="list-style-type: none"> <li>● Build contexts to prior knowledge.</li> <li>● Accentuate important information and how it relates to the learning goal.</li> <li>● Apply learning to new context.</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>● An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> <li>● An EL can create clear and coherent grade-appropriate speech and text.</li> </ul>		<ul style="list-style-type: none"> <li>● I can develop a profile of an effective team member.</li> <li>● I can demonstrate effective oral and written communication skills.</li> <li>● I can develop a dress code for a healthcare setting of my choice.</li> <li>● I can explain the importance of non-verbal communication and its impact on positive patient outcomes.</li> <li>● I can write scenarios demonstrating poor and good telephone etiquette.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	<ul style="list-style-type: none"> <li>● I can demonstrate effective oral and written communication skills</li> </ul>	<ul style="list-style-type: none"> <li>● I can define communication and its role in the healthcare industry and identify communication barriers.</li> <li>● I can describe the results of communication barriers.</li> <li>● I can distinguish between oral and written communication.</li> <li>● I can apply the elements of communication using the sender-receiver model.</li> <li>● I can apply active</li> </ul>	

		listening skills using reflection techniques.	
2	<ul style="list-style-type: none"> <li>I can develop a profile of an effective team member</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the characteristics of an effective team member and review team roles in a healthcare setting.</li> <li>I can demonstrate characteristics of an effective team member by using collaboration skills.</li> </ul>	
3	<ul style="list-style-type: none"> <li>I can develop a dress code for a healthcare setting of my choice.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the professional dress code for a healthcare professional.</li> <li>I can research professional dress codes for area medical establishments.</li> <li>I can <i>develop a dress code for a healthcare setting of my choice.</i></li> </ul>	
4	<ul style="list-style-type: none"> <li>I can explain the importance of non-verbal communication and its impact on positive patient outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify examples of verbal and nonverbal communication.</li> <li>I can interpret verbal and nonverbal behaviors to augment communication within scope of practice.</li> <li>I can explain the importance of non-verbal communication and its impact on patient experience in healthcare.</li> </ul>	
5	<ul style="list-style-type: none"> <li>I can write scenarios demonstrating poor and good telephone etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify characteristics of a professional and an unprofessional telephone communication.</li> <li>I can use proper telephone etiquette during telephone role play scenarios.</li> <li>I can write scenarios demonstrating poor and good telephone etiquette.</li> </ul>	

<b>Unit Title:</b>	
Unit 2: Cultural, Social, and Ethnic Diversity	
<b>Relevant Standards: Bold indicates priority</b>	
HL 6.3: Explain cultural, social and ethnic diversity as it applies to health care delivery	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• How can healthcare professionals avoid stereotyping?</li> <li>• What are ways to respect cultural diversity and the unique personal characteristics of patients?</li> <li>• How does your zip code affect health outcomes?</li> <li>• How does racial, gender, religious bias affect health outcomes?</li> <li>• Why is it important for a healthcare worker to stay focused on the patient and avoid judgment?</li> </ul>	<p>Behaviors, tone, cultural beliefs, cultural respect, and customs influences health communication and positive patient outcomes.</p> <p>Respectful and empathetic treatment for all patients also positively impacts patient outcome.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Projects, Constructed Written Response,	3-4
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="https://www.wolframalpha.com/">https://www.wolframalpha.com/</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>
Acculturation, cultural assimilation, cultural diversity, extended family, nuclear family, personal space, spirituality, sensitivity, bias, culture, agnostic, atheist, polytheist, monotheist, ethnicity, patriarchal, stereotyping, race, matriarchal, diversity, transcultural care	
<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>	

UDL Indicator		Teacher Actions:	
Executive Functions		<ul style="list-style-type: none"> <li>● Guide appropriate goal setting.</li> <li>● Support planning and strategy development</li> <li>● Embed prompts to “stop and think” before acting as well as adequate space.</li> <li>● Provide guides for breaking long-term goals into reachable short-term objectives.</li> <li>● Facilitate managing information and resources.</li> </ul>	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<ul style="list-style-type: none"> <li>● An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>● An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> </ul>		<ul style="list-style-type: none"> <li>● I can list four basic characteristics of culture.</li> <li>● I can differentiate between culture, ethnicity and race.</li> <li>● I can provide an example of how healthcare professionals can avoid each: bias, prejudice, stereotyping.</li> <li>● I can list five ways healthcare providers can show respect for cultural diversity.</li> <li>● I can predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> <li>● I can list four basic characteristics of culture.</li> <li>● I can differentiate culture, ethnicity and race.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define culture, cultural diversity, ethnicity, race.</li> <li>● I can list basic characteristics of culture.</li> <li>● I can identify differences among culture, ethnicity, and race.</li> </ul>	
2	<ul style="list-style-type: none"> <li>● I can provide an example of how healthcare professionals can avoid each: bias, prejudice, stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define bias, prejudice, and stereotyping.</li> <li>● I can recognize the effects of bias, prejudice, and stereotyping on healthcare.</li> </ul>	
3	<ul style="list-style-type: none"> <li>● I can list five ways healthcare providers can show respect for cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>● I can investigate the impact of cultural, social, and ethnic diversity on positive patient outcomes.</li> <li>● I can demonstrate</li> </ul>	Reflect Activity: Diversity Scenarios

		respectful and empathetic treatment for all patients being aware of cultural diversity.	
4	<ul style="list-style-type: none"> <li>• I can research major ethnic groups in the United States, predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify major ethnic groups in the United States.</li> <li>• I can research the demographics of a location and determine the cultural diversity of the area.</li> <li>• I can predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location.</li> </ul>	

<b>Unit Title:</b>	
Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology	
<b>Relevant Standards: Bold indicates priority</b>	
HL 1.1:Utilize knowledge of human structure and function to conduct health care roles.	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• How does understanding anatomy and physiology give healthcare workers an advantage?</li> <li>• Why are anatomy and physiology essential concepts to understand for healthcare professionals?</li> <li>• What are the six levels of body structures?</li> <li>• How do our body's systems work together?</li> <li>• Why are body directions useful in the study of human anatomy?</li> </ul>	Anatomy and physiology are essential concepts to understand for healthcare professionals. Anatomy and physiology provides healthcare professionals with knowledge of each system and helps in the assessment, evaluation, and diagnosis of patients' health conditions.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Projects, Constructed Written Response, Online interactive activity, STROOP Test, Ishihara Test	15
<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><b>General terms</b> Anatomy, physiology, pathology, diagnosis, prognosis, treatment, planes of the body, directional terms, body cavities</p> <p><b>Nervous system</b> Autonomic nervous system, central nervous system, cerebrum, hypothalamus, medulla oblongata, nerves, midbrain, pons, peripheral nervous system</p> <p><b>Special senses</b> Aqueous humor, vitreous humor, lacrimal gland, lens, Organ of Corti, retina, sclera, auditory canal, cornea, iris, cochlea,</p> <p><b>Circulatory system</b> Aortic valve, arteries, blood, capillaries, erythrocytes, left and right atrium, left and right ventricle, pulmonary veins and arteries, septum, systole, diastole, Leukocytes, thrombocytes</p> <p><b>Respiratory system</b> Alveoli, bronchi, cilia, epiglottis, larynx, lungs, pharynx, lungs, pleura, trachea,</p>	<p><a href="https://www.purposegames.com/game/Y2lz5muXet2">https://www.purposegames.com/game/Y2lz5muXet2</a></p> <p><a href="https://www.purposegames.com/worksheet/simple-ear-diagram">https://www.purposegames.com/worksheet/simple-ear-diagram</a></p> <p><a href="https://www.purposegames.com/game/18562ac0fb">https://www.purposegames.com/game/18562ac0fb</a></p> <p><a href="https://www.purposegames.com/game/172be0640c">https://www.purposegames.com/game/172be0640c</a></p> <p><a href="https://www.purposegames.com/game/respiratory-system-labeling-game">https://www.purposegames.com/game/respiratory-system-labeling-game</a></p> <p><a href="https://www.purposegames.com/game/urinary-system-diagram-game">https://www.purposegames.com/game/urinary-system-diagram-game</a></p> <p><a href="https://www.purposegames.com/game/b1859153d3">https://www.purposegames.com/game/b1859153d3</a></p> <p><a href="https://www.purposegames.com/game/Mjw9n4CNbax">https://www.purposegames.com/game/Mjw9n4CNbax</a></p> <p><a href="https://www.purposegames.com/game/8-hpe-female-r">https://www.purposegames.com/game/8-hpe-female-r</a></p>

<p><b>Urinary system</b> Bladder, glomerulus, kidneys, nephrons, ureters, urethra, urine</p> <p><b>Digestive System</b> Alimentary canal, anus, colon, duodenum, esophagus, gallbladder, ileum, jejunum, large intestine, liver, pancreas, peristalsis, rectum, stomach, tongue,</p> <p><b>Reproductive system</b> Cowper’s glands, endometrium, epididymis, fallopian tubes, fertilization, ovaries, penis, prostate, testes, scrotum, urethra, uterus, vulva, vagina, vas deferens, vasectomy</p>		<p><a href="#">reproductive-system</a></p>	
<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 <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
Executive Functions		<ul style="list-style-type: none"> <li>Facilitate managing information and resources.</li> <li>Provide graphic organizers and templates for data collection and organizing information.</li> <li>Provide checklists and guides for note-taking.</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <i>CELP standards:</i></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>An EL can speak and write about grade-appropriate complex literary and informational texts and topics.</li> </ul>		<ul style="list-style-type: none"> <li>I can list the six levels of body organization.</li> <li>I can define the various components of structural organization.</li> <li>I can organize the levels of the body’s structure.</li> <li>I can list and explain the function of each type of tissue.</li> <li>I can name and define the twelve organ systems of the body.</li> <li>I can label a diagram of major components of each system.</li> <li>I can state the function of each system.</li> <li>I can label a diagram of the main body cavities, planes, and directional terms of the body.</li> <li>I can label the nine abdominal regions of the body.</li> <li>I can describe at least two diseases of each body system.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>

1-2	<ul style="list-style-type: none"> <li>• I can list the six levels of body organization.</li> <li>• I can define the various components of structural organization.</li> <li>• I can organize the levels of the body's structure.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the six levels of body organization.</li> <li>• I can identify and define the various components of structural organization.</li> <li>• I can organize the levels of the body's structure.</li> </ul>	
3	<ul style="list-style-type: none"> <li>• I can list and explain the function of each type of tissue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the different types of tissue.</li> <li>• I can explain the function of each type of tissue.</li> </ul>	
4-10	<ul style="list-style-type: none"> <li>• I can name and define the twelve organ systems of the body.</li> <li>• I can label a diagram of major components of each system.</li> <li>• I can state the function of each system.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and name the major organ systems of the body.</li> <li>• I can identify the major organs in the major organ systems of the body.</li> <li>• I can label a diagram of the major organs in each of the systems in the body.</li> <li>• I can state the function of each system of the body.</li> </ul>	
11	<ul style="list-style-type: none"> <li>• I can label a diagram of the main body cavities, planes, and directional terms of the body.</li> <li>• I can label the nine abdominal regions of the body.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the main body cavities, planes, regions and directional terms of the body.</li> <li>• I can label and name the main body cavities, planes, regions, and directional terms of the body.</li> </ul>	
12-15	<ul style="list-style-type: none"> <li>• I can describe at least two diseases of each body system.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify at least two diseases of each body system.</li> <li>• I can investigate at least two diseases of each body system to determine the causes, signs and symptoms, and treatment.</li> </ul>	

<b>Unit Title:</b>	
Unit 4: Vital Signs	
<b>Relevant Standards: Bold indicates priority</b>	
HL-DIA 5.1: Perform specific procedures to create diagnostic results. HL-DIA 5.2: Document diagnostic results	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• What are the five main vital signs?</li> <li>• What can happen if vital signs are not assessed correctly?</li> <li>• What are the normal ranges for oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure?</li> <li>• What are the three parts of a stethoscope?</li> <li>• What is a pulse deficit?</li> <li>• What is pulse pressure?</li> </ul>	Vital signs are external indications of what is going on inside the body and measure patients essential physiological functions. Healthcare providers must understand the different types of physiological processes that can affect patients' measures and how to interpret each measurement.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Performance, constructed response.	15
<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>
Pulse, apical pulse, apnea, arrhythmia, blood pressure, temperature, pain, fever, homeostasis, vital signs, hypertension, , wheezing, pulse oximeter, respirations, stethoscope, tachycardia, bradycardia, pain, pyrexia, rales, stethoscope, sphygmomanometer, cyanotic, carotid, brachial, radial, femoral, popliteal, dorsalis pedis, posterior tibial, normal range study, pulse deficit, pulse pressure	
<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 <i>Universal Design for Learning</i></b>	

UDL Indicator		Teacher Actions:	
Comprehension		<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>• “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 <b>CELP standards:</b>		Learning Targets:	
<ul style="list-style-type: none"> <li>• An EL can create clear and coherent grade-appropriate speech and text.</li> <li>• An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</li> </ul>		<ul style="list-style-type: none"> <li>• I can identify normal and abnormal values of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient.</li> <li>• I can locate the eight (8) main arterial sites on the body where pulse is taken.</li> <li>• I can state the normal range of pulse of a child, and infant.</li> <li>• I can calculate a pulse deficit and pulse pressure.</li> <li>• I can calculate a pulse deficit and pulse pressure.</li> <li>• I can list the five main vital signs and accurately measure and record <ul style="list-style-type: none"> <li>○ Pulse</li> <li>○ Temperature</li> <li>○ Blood Pressure</li> <li>○ Respirations</li> <li>○ Pain assessment</li> </ul> </li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> <li>• I can identify normal and abnormal values of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify normal and abnormal ranges of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient.</li> <li>• I can explain the importance of reporting out of range assessments.</li> <li>• I can analyze collected</li> </ul>	

		vital signs and determine the normal and abnormal values.	
2	<ul style="list-style-type: none"> <li>• I can locate the eight (8) main arterial sites on the body where pulse is taken.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the common pulse sites.</li> <li>• I can locate and palpate arterial sites to accurately assess a pulse.</li> </ul>	
3	<ul style="list-style-type: none"> <li>• I can state the normal range of pulse of a child, and infant.</li> </ul>	<ul style="list-style-type: none"> <li>• I can differentiate obtaining a pulse in a child and infant.</li> <li>• I can demonstrate the techniques associated with obtaining a pulse of a child and infant.</li> <li>• I can analyze the pulse of a child and infant and determine the normal and abnormal values.</li> </ul>	
4	<ul style="list-style-type: none"> <li>• I can calculate a pulse deficit and pulse pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• I can define a pulse deficit.</li> <li>• I can define a pulse pressure.</li> <li>• I can explain the difference between a pulse deficit and pulse pressure.</li> <li>• I can explain the formula used to obtain a pulse deficit.</li> <li>• I can explain the formula used to obtain a pulse pressure.</li> <li>• I can calculate a pulse deficit.</li> <li>• I can calculate a pulse pressure.</li> </ul>	
5	<ul style="list-style-type: none"> <li>• I can list the five main vital signs and accurately measure and record <ul style="list-style-type: none"> <li>○ Pulse</li> <li>○ Temperature</li> <li>○ Blood Pressure</li> <li>○ Respirations</li> <li>○ Pain assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the components of the main vital signs.</li> <li>• I can describe the methods for assessing blood pressure, to obtain a pulse, temperature, blood pressure, respirations, and pain assessment.</li> <li>• I can defend the need for obtaining and recording an accurate</li> </ul>	

		<p>set of vital signs.</p> <ul style="list-style-type: none"><li>• I can demonstrate the skills associated with obtaining pulse, temperature, blood pressure, and pain assessment.</li></ul>	
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<b>Unit Title:</b>	
Unit 5: First Aid	
<b>Relevant Standards: Bold indicates priority</b>	
HL 3.6: Utilize emergency procedures and protocols.	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>Why is basic life support important?</li> <li>What is the difference between a heart attack and cardiac arrest?</li> <li></li> </ul>	Healthcare providers must learn the Chain of Survival and Basic Life Support so they can act quickly and correctly in an emergency situation involving cardiac arrest.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Performance, constructed response.	15
<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>
automated external defibrillation (AED), arrhythmia, abrasion, amputation, avulsion bandage, basic life support (BLS), burn, cardiac arrest, cardiopulmonary resuscitation (CPR), cerebral vascular accident, convulsion, chest compression, chain of survival, diabetic coma, diaphoresis, heart attack, hemorrhage, hypothermia, hemostatic dressing, fracture, frostbite, myocardial infarction, return of spontaneous circulation (ROSC), rescue breathing, open wound, closed wound, tourniquet, rules of nine	American Heart Association videos and literature
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology (Circulatory System)	
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
Comprehension	<ul style="list-style-type: none"> <li>Guide information processing and visualization</li> </ul>

	<ul style="list-style-type: none"> <li>● Give explicit prompts for each step in a sequential process</li> <li>● Provide interactive models that guide exploration and new understandings</li> <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> <li>● Bridge concepts with relevant analogies and metaphors</li> </ul>
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**Supporting Multilingual/English Learners**

**Related CELP standards:**

- An EL can create clear and coherent grade-appropriate speech and text.
- An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

**Learning Targets:**

- I can demonstrate the proper use and care of the lab equipment such as adult and infant CPR mannequins, bag valve mask device, and an AED.
- I can create emergency scenarios that require basic life support care for a victim of cardiac arrest and a victim of heart attack.
- I can perform a heimlich maneuver for an adult, child, and infant.
- I can accurately perform an entire sequence of CPR for an adult, child, and infant.
- I can accurately perform an entire sequence of CPR for an adult, child, and infant.
- I can treat closed and open wounds.
- I can treat minor and major wounds.
- I can provide first aid for a burn victim until medical help arrives.
- I can demonstrate the proper application of a sling for the upper extremities.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> <li>● I can demonstrate the proper use and care of the lab equipment such as adult and infant CPR mannequins, bag valve mask device, and an AED.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the equipment used in an emergency situation that requires basic life support care.</li> <li>● I can demonstrate the proper use and care of equipment (CPR mannequins, bag valve mask device, AED) used in an emergency requiring basic life support care.</li> </ul>	
2	<ul style="list-style-type: none"> <li>● I can create emergency scenarios that require basic life support care for a</li> </ul>	<ul style="list-style-type: none"> <li>● I can create emergency scenarios that require</li> </ul>	

	victim of cardiac arrest and a victim of heart attack.	<p>emergency care and basic life support care.</p> <ul style="list-style-type: none"> <li>● I can list the actions required to demonstrate basic understanding of emergency situations requiring BLS care.</li> </ul>	
3	<ul style="list-style-type: none"> <li>● I can perform a heimlich maneuver for an adult, child, and infant.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe first aid for foreign objects in the air passage for an adult and child.</li> <li>● I can describe first aid for foreign objects in the air passage for an infant.</li> <li>● I can demonstrate the proper position for abdominal thrusts to relieve a foreign object causing obstruction in the air passage in an adult.</li> <li>● I can demonstrate the proper position for back slaps and chest thrusts to relieve a foreign object causing obstruction in the air passage in an infant.</li> </ul>	
4-11	<ul style="list-style-type: none"> <li>● I can accurately perform an entire sequence of CPR for an adult, child, and infant.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain the basic steps in CPR.</li> <li>● I can explain how CPR and defibrillation help cardiac arrest victims.</li> <li>● I can show how to check for responsiveness in an adult, child, and infant to correctly determine the need for cardiopulmonary resuscitation (CPR).</li> <li>● I can demonstrate how to perform an entire CPR sequence for a victim of cardiac arrest (adult, child, infant).</li> </ul>	
12	<ul style="list-style-type: none"> <li>● I can treat closed and open wounds.</li> </ul>	<ul style="list-style-type: none"> <li>● I can differentiate between closed and open wounds.</li> <li>● I can identify types of</li> </ul>	

		<p>open wounds.</p> <ul style="list-style-type: none"> <li>• I can perform the correct procedures for treating closed and open wounds.</li> </ul>	
13	<ul style="list-style-type: none"> <li>• I can treat minor and major wounds.</li> </ul>	<ul style="list-style-type: none"> <li>• I can differentiate between minor and major wounds.</li> <li>• I can classify minor and major wounds from provided descriptions of wounds .</li> <li>• I can perform the correct procedures for treating minor and major wounds.</li> </ul>	
14	<ul style="list-style-type: none"> <li>• I can provide first aid for a burn victim until medical help arrives.</li> </ul>	<ul style="list-style-type: none"> <li>• I can define a burn.</li> <li>• I can identify types of burns.</li> <li>• I can classify burns as first, second, or third degree.</li> <li>• I can demonstrate how to treat a burn until medical help arrives.</li> </ul>	
15	<ul style="list-style-type: none"> <li>• I can demonstrate the proper application of a sling for the upper extremities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can state the reasons for splinting.</li> <li>• I can describe complications of splinting.</li> <li>• I can list general rules for splinting the upper extremities.</li> <li>• I can demonstrate the proper application of a sling for the upper extremities.</li> </ul>	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Fashion Design</b>	Art	<b>9-12 BAIMS</b>	0.5
<b>Course Description:</b>			
<p>Fashion Design is intended to introduce students to the basics of fashion design. This course is designed to provide students insight on the history of fashion and its place in the modern world and to help them understand terms and concepts related to fashion. Topics covered will include: Theories &amp; functions of clothing, brief history of fashion, Consumer demands and fashion, Fashion change and consumer acceptance, raw materials for fashion, International fashion centers and designers, product and design development, introduction to apparel production and accessory designing.</p>			
<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>  <b>EMPATHY</b></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><b>GLOBAL AWARENESS</b></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>  <b>CONTENT MASTERY</b></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><b>CRITICAL THINKING AND PROBLEM SOLVING</b></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>		<b>Link to Completed Equity Audit</b>	

## Standard Matrix

District Learning Expectations and Standards	<a href="#">Intro to Fashion and Design</a>	<a href="#">Fashion Illustration</a>	<a href="#">Fibers and Textiles</a>	<a href="#">Fashion Construction</a>	<a href="#">Careers in Fashion</a>	<a href="#">A Fashion Line/Selling the Fashion</a>
<b>Creating</b>						
VA:Cr1.1 Investigate, Plan, Make		x	x	x		
VA:Cr2.1 Organize and develop artistic ideas and work		x	x	x		x
VA:Cr3.1 Refine and complete artistic work.		x		x		
<b>Presenting</b>						
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.		x	x			x
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						x
VA:Pr6.1 Convey meaning through the presentation of artistic work.			x			
<b>Responding</b>						
VA:Re7.1 Perceive and analyze artistic work.	x					
VA:Re8.1 Interpret intent and meaning in artistic work.	x				x	
VA:Re9.1 Apply criteria to evaluate artistic work.						
<b>Connecting</b>						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.						
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x				x	

## Unit Links

<b>Fashion Illustration</b>	<b>4</b>
<b>Fibers and Textiles</b>	<b>6</b>
<b>Fashion Construction</b>	<b>8</b>
<b>Careers in Fashion</b>	<b>10</b>
<b>A Fashion Line/ Selling the Fashion</b>	<b>11</b>

**Unit Title:**

# Intro to Fashion and Design

**Relevant Standards: Bold indicates priority**

- **VA:Cn11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **VA:Re.7.2.Ia** Analyze how one’s understanding of the world is affected by experiencing visual imagery.
- **VA: Re7.1** Perceive and analyze artistic work.
- **VA:Cn11.1.HSI** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **Va: Re8.1** Interpret intent and meaning in artistic work.

**Essential Question(s):**

- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

**Enduring Understanding(s):**

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

**Demonstration of Learning:**

Collection of design renderings, history of design timeline, material selection study guides, wardrobe analysis creations.

**Pacing for Unit**

5 Classes

<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	Digital integration on Ipad/laptop, CAD software and digital cameras
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<ul style="list-style-type: none"> <li>• Deconstruction</li> <li>• Garment</li> <li>• Couture</li> <li>• High Fashion</li> <li>• Texture</li> <li>• Relaxed Rendering</li> <li>• Pret-a-Porter</li> <li>• Principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of the Lesson Fashion Design: Definition &amp; Types</li> <li>• Images of different types of clothing, including haute couture and pret-a-porter</li> <li>• Measuring tapes</li> <li>• Access to technology and the internet</li> <li>• Fashion magazines</li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations.	<ul style="list-style-type: none"> <li>• Sheer handwork</li> <li>• All runway production work</li> <li>• Must know how to sew</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
	Historical Contexts and References Design Timeline Progression
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Perception</b> 1.1 Offer ways of customizing the display of information <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>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy <b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> <li>- Provide student choice of creativity and presentation</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>

<p>9-12.2</p> <ul style="list-style-type: none"> <li>actively listen to others</li> <li>present information and ideas</li> <li>respond to simple questions</li> </ul> <p>9-12.3</p> <ul style="list-style-type: none"> <li>Use academic and domain specific vocabulary</li> <li>Integrate graphics or multimedia, when useful</li> </ul> <p>9-12.5</p> <ul style="list-style-type: none"> <li>Conduct short individual or shared research projects to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions.</li> <li>Examine a variety of fashion designs and drawings in different styles and subjects.</li> <li>Identify specific cultural symbolism and subject matter.</li> <li>Apply knowledge of the elements and principles of design when creating fashion compositions.</li> <li>Recognize how the principles of design are used to organize the elements of art.</li> <li>Record ideas and information in a sketchbook for finished fashion designs.</li> <li>Examine how other world cultures communicate ideas and/or utilize symbols in their fashion.</li> <li>Use common fashion design terminology to communicate my design ideas.</li> <li>Make decisions on which historical fashion designs will influence your original design.</li> <li>Utilize a variety of drawing media and tools safely and maintain a neat work area.</li> </ul>
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Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Fashion History Timeline</p> <p>Renderings and Outline Of New Creations Based off of the Principles of Design</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>learn how fashion has progressed throughout the years and what elements in each time period influenced the fashion of that day.</li> <li>Students will understand how to create loose renderings of textured clothing, shoes and accessories to show fashion design and a clear understanding of the principles of design.</li> </ul>	<p>Does the student show clear understanding of the fashion history timeline?</p> <p>Does the student show evidence of learning how to utilize the principles of design in a work of art?</p>	<p><b>Materials:</b></p> <p>Chromebook Handouts Paper Drawing Materials Magazines Drawing Mannequins (12)</p>

<b>Unit Title:</b>
<h1>Fashion Illustration</h1>
<b>Relevant Standards: Bold indicates priority</b>
<ul style="list-style-type: none"> <li><b>VA:Cr1.1</b> Generate and conceptualize artistic ideas and work</li> </ul>

- **VA:Cr2.1** Organize and develop artistic ideas and work
- **VA:Cr3.1** Refine and complete artistic work
- **VA:Pr4.1** Select, analyze, and interpret artistic work for presentation

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>● What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>● What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> <li>● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> <li>● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>	<ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>● People evaluate art based on various criteria.</li> <li>● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Portfolio of themed fashion renderings, collage of designs, fabrics and accessory examples, defined figure drawing finals.	8 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	Digital integration on Ipad/laptop, CAD software and digital cameras
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<ul style="list-style-type: none"> <li>● Croquis (Figure) Drawing</li> <li>● Fabric/Garment Drawing</li> <li>● Principles of Design</li> <li>● Silhouette</li> <li>● Embroidery</li> <li>● Texture</li> <li>● Muslin</li> <li>● Handicraft</li> <li>● Stitching</li> </ul>	<ul style="list-style-type: none"> <li>● Fabrics/Textiles</li> <li>● Clothing examples</li> <li>● Measuring tapes</li> <li>● Access to technology and the internet</li> <li>● Fashion magazines</li> <li>● Notions</li> </ul>

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations		<ul style="list-style-type: none"> <li>• Sheer handwork</li> <li>• All runway production work</li> <li>• Must know how to sew</li> <li>• Must be good at drawing</li> </ul>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Historical Contexts and References Design Timeline Progression		Knowledge of fabrics and textiles, constructing fashion using plans and sewing techniques	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.1 Offer ways of customizing the display of information</p> <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>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> <li>- Provide student choice of creativity and presentation</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<p>9-12.2</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions</li> </ul> <p>9-12.3</p> <ul style="list-style-type: none"> <li>• Use academic and domain specific vocabulary</li> <li>• Integrate graphics or multimedia, when useful</li> </ul> <p>9-12.5</p> <ul style="list-style-type: none"> <li>• Conduct short individual or shared research projects to answer a question</li> </ul>		<ul style="list-style-type: none"> <li>• Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions.</li> <li>• Create gesture drawings of the human figure that express a pose and/or movement.</li> <li>• Apply knowledge of the elements and principles of design when creating fashion compositions.</li> <li>• Use common fashion design terminology to communicate my design ideas.</li> <li>• Record ideas and information in a sketchbook for finished fashion designs.</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Themed Fashion Illustration Line Up	<p>Students Will:</p> <ul style="list-style-type: none"> <li>• learn how to illustrate created fashions using learned technique and models/mannequins.</li> <li>• understand the necessity behind</li> </ul>	Does the student show a clear understanding of the fashion illustration drawing style?	<p><b>Materials:</b></p> <p>Sketchbooks Texture Example Wks Illustrator Markers Drawing Mannequins (12)</p>

Collage Style Fashion Illustration with Texture	<ul style="list-style-type: none"> <li>creating a fashion line.</li> <li>explore collage in fashion design to create more real world ideas of how to incorporate the principles of design into fashion.</li> </ul>	Does the student demonstrate knowledge of incorporating texture into fashion designs to show a realistic image?	Drawing Pencils Drafting Paper

**Unit Title:**

# Fibers and Textiles

**Relevant Standards: Bold indicates priority**

- **VA:Cr1.1** Generate and conceptualize artistic ideas and work
- **VA:Cr2.1** Organize and develop artistic ideas and work
- **VA:PR4.1** Select, analyze and interpret artistic work for presentation
- **VA:Pr6.1** Convey meaning through the presentation of artistic work.

**Essential Question(s):**

- What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Enduring Understanding(s):**

- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Demonstration of Learning:**

Fabric swatch/textiles book, small garment and accessory builds, fabric advertisement brochure or poster.

**Pacing for Unit**

8 Classes

<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	Digital integration on Ipad/laptop, CAD software and digital cameras
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Fabric Sample Textiles Garment Principles of Design Swatch Collage Texture Fiber Embroidery	<ul style="list-style-type: none"> <li>• Fabrics/Textiles</li> <li>• Clothing examples</li> <li>• Measuring tapes</li> <li>• Access to technology and the internet</li> <li>• Fashion magazines</li> <li>• Notions</li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> <li>• Sheer handwork</li> <li>• All runway production work</li> <li>• Must know how to sew</li> <li>• Must be good at drawing</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Fashion illustration techniques and knowledge of fashion history	Constructing fashion design ideas and collage building
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Perception</b> 1.1 Offer ways of customizing the display of information <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>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy <b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> <li>- Provide student choice of creativity and presentation</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>• present information and ideas</li> <li>• respond to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use common fashion design terminology to communicate my design ideas.</li> <li>• I can demonstrate fashion, apparel and textile design skills.</li> </ul>

9-12.3 <ul style="list-style-type: none"> <li>• Use academic and domain specific vocabulary</li> <li>• Integrate graphics or multimedia, when useful</li> </ul> 9-12.5 <ul style="list-style-type: none"> <li>• Conduct short individual or shared research projects to answer a question</li> </ul>		<ul style="list-style-type: none"> <li>• I can describe the characteristics of fibers and how to care for items of clothing.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Fabric swatch boards/ textile sample books.  Garment and accessories styles and features display board.  Fiber advertising promotion brochure or poster	Student will: <ul style="list-style-type: none"> <li>• learn how to design swatch boards and sample books through exploration and demonstration.</li> <li>• discover how to sew and put together collage style fabrics and parts of garments and accessories to create feature boards.</li> <li>• craft advertisements and learn how to piece color schemes, textures and styles to show appealing designs.</li> </ul>	Does the student show evidence of learning garment styles and features?  Does the student have a clear understanding of putting together fabrics to create design styles and other appealing designs?	<b>Materials:</b> Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard Iron (4) Iron Boards (4)

<b>Unit Title:</b>	
<h1>Fashion Construction</h1>	
<b>Relevant Standards: Bold indicates priority</b>	
<ul style="list-style-type: none"> <li>• <b>VA: Cr1.1</b> Generate and conceptualize artistic ideas and work.</li> <li>• <b>VA: Cr2.1</b> Organize and develop artistic ideas and work.</li> <li>• <b>VA: Cr3.1</b> Refine and complete artistic work.</li> <li>• <b>VA: Cr1.1.HSI</b> Use multiple approaches to begin creative endeavors.</li> </ul>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>• What role does persistence play in revising, refining, and developing work? How do artists</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>• People evaluate art based on various criteria.</li> </ul>

<p>grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> <li>• How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>	<ul style="list-style-type: none"> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>
<p><b>Demonstration of Learning:</b></p>	<p><b>Pacing for Unit</b></p>
<p>Hand stitched accessories and small outfit samples, pattern builds with final creations, small costume build using large fabric clips.</p>	<p>15 Classes</p>
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
	<p>Digital integration on Ipad/laptop, CAD software and digital cameras</p>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Fabric Neckline A-line Pant Wraparound Pleating Waistline Stitching Texture Weft Flare Embroidery Garment Principles of Design</p>	<p><b>Materials:</b> Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard Iron (4)</p>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<p>Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations</p>	<ul style="list-style-type: none"> <li>• Sheer handwork</li> <li>• All runway production work</li> <li>• Must know how to sew</li> <li>• Must be good at drawing</li> </ul>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>Fashion illustration techniques, textiles and fabrics, knowledge of fashion history</p>	<p>Knowledge of fabrics and textiles, constructing fashion using plans and sewing techniques</p>
<p><b>Differentiation through Universal Design for Learning</b></p>	

UDL Indicator		Teacher Actions:	
<p><b>Perception</b> 1.1 Offer ways of customizing the display of information</p> <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>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> <li>- Provide student choice of creativity and presentation</li> </ul>	
Supporting Multilingual/English Learners			
Related <u>CELP standards:</u>		Learning Targets:	
<p>9-12.2</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• present information and ideas</li> <li>• respond to simple questions</li> </ul> <p>9-12.3</p> <ul style="list-style-type: none"> <li>• Use academic and domain specific vocabulary</li> <li>• Integrate graphics or multimedia, when useful</li> </ul> <p>9-12.5</p> <ul style="list-style-type: none"> <li>• Conduct short individual or shared research projects to answer a question</li> </ul>		<ul style="list-style-type: none"> <li>• Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions.</li> <li>• Create a flat pattern design to communicate my design ideas.</li> <li>• Use common fashion design terminology to communicate my design ideas.</li> <li>• Record ideas and information in a sketchbook for finished fashion designs.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Adding embroidery to an original piece</p> <p>Create a sewn design from a pattern</p> <p>Repurpose material to create a fashion piece</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• learn hand stitching techniques</li> <li>• learn how to use patterns or flats to sew an accessory</li> <li>• explore recycle/repurposing to create original designs</li> </ul>	<p>Does the student show a clear understanding of sewing fundamentals?</p> <p>Does the student possess skills to create and utilize patterns for accessory making?</p> <p>Does the student show evidence of learning the importance and benefits of recycling and repurposing material?</p>	<p><b>Materials:</b></p> <p>Fabrics and Textiles Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Paper Mat Board Glue</p>

**Unit Title:**

# Careers in Fashion

**Relevant Standards: Bold indicates priority**

- **VA:Cn11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **VA:Cn11.1.HSI** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **Va: Re8.1** Interpret intent and meaning in artistic work.
- **VA:Cn11.1.IIa** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
- **VA:Cn11.1.IIIa** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

**Essential Question(s):**

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Enduring Understanding(s):**

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**Demonstration of Learning:**

Portfolio building, branding write up, fashion industry career

**Pacing for Unit**

6 Classes

**Family Overview (link below)****Integration of Technology:**

Digital integration on Ipad/laptop, CAD software and digital cameras

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> <li>● Garment</li> <li>● Deconstruction</li> <li>● Couture</li> <li>● High Fashion</li> <li>● Color Scheme</li> <li>● Relaxed Rendering</li> <li>● Pret-a-Porter</li> <li>● Principles of Design</li> </ul>	<b>Materials:</b> Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> <li>● Sheer handwork</li> <li>● All runway production work</li> <li>● Must know how to sew</li> <li>● Must be good at drawing</li> </ul>
Connections to Prior Units:	Connections to Future Units:
Constructing garments, fashion illustration techniques, textiles and fabrics, knowledge of fashion design history	Branding a fashion line, careers in fashion design
Differentiation through <a href="#">Universal Design for Learning</a>	
UDL Indicator	Teacher Actions:
<b>Perception</b> 1.1 Offer ways of customizing the display of information <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>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy <b>Sustaining Effort and Persistence</b> 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> <li>- Provide student choice of creativity and presentation</li> </ul>
Supporting Multilingual/English Learners	
Related <a href="#">CELP standards</a> :	Learning Targets:
9-12.2 <ul style="list-style-type: none"> <li>● actively listen to others</li> <li>● present information and ideas</li> <li>● respond to simple questions</li> </ul> 9-12.3 <ul style="list-style-type: none"> <li>● Use academic and domain specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Examine a variety of fashion designs and drawings in different styles and subjects.</li> <li>● Identify specific cultural symbolism and subject matter.</li> <li>● Use common fashion design terminology to communicate my design ideas.</li> </ul>

<ul style="list-style-type: none"> <li>Integrate graphics or multimedia, when useful 9-12.5</li> <li>Conduct short individual or shared research projects to answer a question</li> </ul>		<ul style="list-style-type: none"> <li>Recognize how a variety of issues influence artists and their fashion designs.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Create presentation: education and requirements, different careers in the fashion industry, fashion various designers</p> <p>Create a fashion career brand through advertisement write up</p> <p>Complete design portfolio</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>show evidence of learning by compiling fashion design elements into a presentation</li> <li>demonstrate a self branding through written presentation</li> <li>complete final portfolio</li> </ul>	<p>Does the student have a clear understanding of how to present fashion design elements and ideas through presentation?</p> <p>Does the student show evidence of learning in how to create a brand for themselves?</p>	<p><b>Materials:</b></p> <p>Mac Lab Chipboard Illustrator Markers</p> <p>Drawing Pencils and Erasers Fibers and Textiles Glue Sticks</p>

Unit Title:	
<h1>A Fashion Line/ Selling the Fashion</h1>	
Relevant Standards: Bold indicates priority	
<ul style="list-style-type: none"> <li><b>Va:Cr2.2</b> Organize and develop artistic ideas and work.</li> <li><b>Va:Pr4.1</b> Select, analyze and interpret artistic work for presentation.</li> <li><b>Va:Pr5.1</b> Develop and refine artistic techniques and work for presentation.</li> <li><b>VA:Pr.4.1.HSII</b> Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> <li><b>VA:Pr5.1.HSI</b> Analyze and evaluate the reasons and ways an exhibition is presented.</li> </ul>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> </ul>	<ul style="list-style-type: none"> <li>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and</li> </ul>

<ul style="list-style-type: none"> <li>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>	<p>political experiences resulting in the cultivating of appreciation and understanding.</p> <ul style="list-style-type: none"> <li>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Plan a fashion show, create a themed fashion storyboard, build a 3-D fashion prototype	11 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	Digital integration on Ipad/laptop, CAD software and digital cameras
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<ul style="list-style-type: none"> <li>Garment</li> <li>Deconstruction</li> <li>Couture</li> <li>High Fashion</li> <li>Color Scheme</li> <li>Relaxed Rendering</li> <li>Pret-a-Porter</li> <li>Principles of Design</li> </ul>	<b>Materials:</b> Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> <li>Sheer handwork</li> <li>All runway production work</li> <li>Must know how to sew</li> <li>Must be good at drawing</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Constructing garments, fashion illustration techniques, textiles and fabrics, branding yourself	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Perception</b> 1.1 Offer ways of customizing the display of information <b>Language and Symbols</b> 2.5 Illustrate through multiple media <b>Physical Action</b>	<ul style="list-style-type: none"> <li>Provide student choice of creativity and presentation</li> </ul>

<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>Recruiting Interest</b></p> <p>7.1 Optimize individual choice and autonomy</p> <p><b>Sustaining Effort and Persistence</b></p> <p>8.3 - Foster Collaboration and community</p>			
<p><b>Supporting Multilingual/English Learners</b></p>			
<p><b>Related CELP standards:</b></p>		<p><b>Learning Targets:</b></p>	
<p>9-12.2</p> <ul style="list-style-type: none"> <li>● actively listen to others</li> <li>● present information and ideas</li> <li>● respond to simple questions</li> </ul> <p>9-12.3</p> <ul style="list-style-type: none"> <li>● Use academic and domain specific vocabulary</li> <li>● Integrate graphics or multimedia, when useful</li> </ul> <p>9-12.5</p> <ul style="list-style-type: none"> <li>● Conduct short individual or shared research projects to answer a question</li> </ul>		<ul style="list-style-type: none"> <li>● Use common fashion design terminology to communicate my design ideas.</li> <li>● Record ideas and information in a sketchbook for finished fashion designs.</li> <li>● I can analyze how culture, family, society, institutions and peers influence clothing choices</li> <li>● I can apply fashion design knowledge, skills and processes to meet worldly design needs.</li> <li>● I can demonstrate design, construction document reading, and space planning skills required for fashion design.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Create a fashion show:</p> <p>-Draw fashion collections</p> <p>-For each piece created in the fashion line, create a fashion storyboard for each design (fabrics and textiles, models, hair, makeup)</p> <p>-Create a prototype for one design in the fashion line</p> <p>-Environment for the fashion show (music, runway layout)</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● learn how to design show worthy fashions, including outfits and accessories</li> <li>● work in small or large group and bring ideas together to create appeal</li> <li>● understand how to put together working parts of a show</li> <li>● explore show building including environment and atmospheric elements.</li> </ul>	<p>Did the student show a clear understanding of how to build and perform a fashion show?</p> <p>Did the student work well together in a group?</p> <p>Did the student show evidence of learning to research and build a pieces and parts of a fashion show?</p>	<p><b>Materials:</b></p> <p>Fabrics and Textiles  Pinking Shears  Notions of Fabric  Tape Measure  Patterns  Muslin Paper  Scissors  Cardboard  Iron (4)  Ironing Boards (4)</p>

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