Student Achievement Committee Meeting

Wednesday, May 15, 2024 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**	
3.	**Public Comment**	
4.	**Information**	
4.1.	Real Impact Initiative, Partners for Educational Leadership	
4.2.	Student Outcome Data, 5-Year Smarter Balanced Peer Comparison, by LinkIt	
4.3.	ESSER ARP Update	
5.	**Decision**	
5.1.	Modern American History	**Presenter:** Leszek Ward
5.2.	Emergency Medical Response Curriculum	**Presenter:** Dr. Jaime Rechenberg
5.3.	Grade 8 Math and Algebra I- 8th Grade Revision	**Presenter:** Dr. Jaime Rechenberg
6.	**Information: Summer School Programming**	
7.	**Adjournment**	

Student Achievement & Outcomes Committee
April 17, 2024
MINUTES - DRAFT

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: April 17, 2024 SAC Meeting Recording

PRESENT: Committee members: Jill Fitzsimons-Bula, Kristen Giantonio , Maria Simmons

ALSO PRESENT: Catherine Carbone, Carly Fortin, Sara Hale (zoom), Gabriela Nicoletti (zoom), Shelby Pons, Jaime Rechenberg, Scott Redman (zoom), Azra Redzic (zoom), Jillian Romann (zoom), Jennifer Tagariello (zoom), Melanie Vetrano (zoom), Leszek Ward, Iris White (zoom)

Call to Order
Commissioner Fitzsimons-Bula called the meeting to order at 6:35 p.m.

Decision: Approval of Minutes from February 21, 2024 meeting:
On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, it was unanimously;
VOTED: to approve the February 21, 2024 minutes.

Modern American History Revision:
Mr. Leszek Ward, Secondary Humanities Supervisor, presented the revision for the Modern American History curriculum. The curriculum was last revised in 2007. Units will include: Industrialization and Progressivism, Imperialism and WWI, Great Depression and New Deal, The Second World War, The Cold War, Civil Rights Movement, The New Conservatism, and National Identity in a Digital Age.

Questions and discussion followed regarding essential understandings and learning targets from several units..

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitszimons-Bula, it was unanimously;
VOTED: to move the Modern American History curriculum revision to the full Board of Education for approval with the amended language being changed from "coronavirus" to "recent national crises" in the learning target for Unit 8, lesson 4.

Introduction to CAD Revision:
Dr. Jaime Rechenberg, Secondary STEM Supervisor, presented a revision to the Introduction to CAD curriculum. This curriculum was last approved in 2014. Units will include: Parts, Technical Drawings, and Assemblies.

Questions followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, it was unanimously;
VOTED: to move the Introduction to CAD curriculum revision to the full Board of Education for approval.

Advanced Mathematical Decision Making Revision:
Dr. Rechenberg presented the curriculum revision for Advanced Mathematical Decision Making. This course was last revised in 2012 and CCSS connections were added in this revision. Units of instruction will include: Analyzing Numerical Data, Probability, Statistical Studies, Decision Making in Finance, and Networks and Graphs.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, it was unanimously;
VOTED: to move the Advanced Mathematical Decision Making curriculum revision to the full Board of Education for approval.

ECE Physics Revision:
Dr. Rechenberg presented the curriculum revision for ECE Physics 1201/1202Q. This course was last revised in 2014 and was initially shared in syllabus form. The content remains the same, but the goal of this revision was to construct meaningful learning targets and success criteria. After completing this course, students can graduate having 8.0 UConn credits. Units of instruction include: Kinematics, Newton's laws, Conservation Laws, Rotation, Simple Harmonic Motion, Thermal Physics, Gravitation, Electricity and Magnetism, Electric Current and Circuits, Waves and Optics, and Modern Physics.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, it was unanimously;
VOTED: to move the ECE Physics curriculum revision to the full Board of Education for approval.

Academic Statistics Revision:
Dr. Rechenberg presented the curriculum revision for Academic Statistics. This course was last revised in 2016. Units of instruction include: Analyzing One-Variable Data, Analyzing Two-Variable Data, Collecting Data, Probability, and Random Variables.

Questions followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;
VOTED: to move the Academic Statistics curriculum revision to the full Board of Education for approval.

Culinary 1 Revision:
Dr. Rechenberg presented the curriculum revision for Culinary 1 (previously Foods and Nutrition 1. This course was last revised in 2017. Units of instruction include: A Safe Operation, Introduction to the Kitchen, and Culinary Exploration.

Discussion and questions followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;
VOTED: to move the Culinary 1 curriculum revision to the full Board of Education for approval.

ECE Introduction to Allied Health Professions Revision:
Dr. Rechenberg presented the curriculum revision for Introduction to Allied Health Professions. This course was last revised in 2021. The goal of this revision was to fill in the gaps in the curriculum that the teacher had determined by running the course since 2022. Units of instruction include: Introduction to Allied Health Careers, Therapeutic Pathway, Diagnostic Pathway, Health Informatics, Support Services, Biotechnology Research and Development, and Explore, Plan Find.

Questions followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;
VOTED: to move the ECE Introduction to Allied Health Professions curriculum revision to the full Board of Education for approval.

Recharge- Pilot Program:
Mrs. Carly Fortin, Chief Academic Officer, presented a new pilot program for high school students, Recharge. This program is an intensive, compacted credit recovery program designed for students whose educational path has been nontraditional, resulting in credit-loss, impacting their ability to graduate on-time. The design of the program will be to re-engage students with their love for learning by making unique connections between content areas, offering hands-on learning experiences, and using authentic contexts when designing learning opportunities. Class size will be small and co-taught so students will receive more individualized attention. Courses include: Chemistry and Art, Memoirs through Media, The Language Art of Business, and Engineering and Math. Students will have the opportunity to earn 8 credits for a period of 8 weeks. Student attendance will be critical to earning credits.

Questions and discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;
VOTED: to move the Recharge- Pilot Program to the full Board of Education for approval.

ESSER ARP Update:

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, it was unanimously;
VOTED: to postpone the ESSER ARP Update agenda item to the next Student Achievement Committee meeting on May 15, 2024.

There being no further discussion, Commissioner Fitzsimons- Bula adjourned the meeting at 8:51 p.m.

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@bristolk12.org
2. Be sure to put **PUBLIC COMMENT-SAC** 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

ESSER Update 5.15.24

Priority	*Project*	SUM of ORIG ALLOCATION	SUM of 12.13.22 REVISED	SUM of Spent	SUM of Projection	SUM of Forecasted balance
Building Safe and Healthy Schools	AC projects	$ 10,452,417.00	$ 1,249,690.80	$ 863,695.52	$ -	$ 385,995.28
	Cleaning Equipment	$ 250,000.00	$ 302,621.92	$ 302,621.92	$ -	$ (0.00)
	Furniture needs	$ 725,000.00	$ 205,511.10	$205,511.10	$ -	$ (0.00)
	Necessary technology	$ -	$ 72,754.58	$ 72,754.58	$ -	$ -
	Sitework	$ 225,000.00	$ 8,070,443.39	$ 8,070,443.39	$ -	$ 0.00
	Transportation needs	$ 275,460.00	$ 318,000.00	$ 318,000.00	$ -	$ -
Building Safe and Healthy Schools Total		$ 11,927,877.00	$ 10,219,021.79	$ 9,833,026.51	$ -	$ 385,995.28
Family and Community connections	After School Advantage	$ 33,880.00	$ 22,746.25	$ 19,986.26	$ 2,759.99	$ 0.00
	FRC support	$ 109,650.00	$ 8,232.32	$ 8,232.32	$ -	$ -
	Transportation needs	$ -	$ 62,000.00	$ 51,101.80	$ -	$ 10,898.20
Family and Community Connections Total		$ 143,530.00	$ 92,978.57	$ 79,320.38	$ 2,759.99	$ 10,898.20
Learning Acceleration		$ -	$ 66.18	$66.18	$ -	$ -
	After School Advantage	$ 359,218.90	$ 121,733.95	$ 100,263.04	$ 21,470.94	$ (0.03)
	Bilingual support	$ 37,006.20	$ -	$ -	$ -	$ -
	Class size reduction	$ -	$ 1,161.41	$1,161.41	$ -	$ -
	Creative Hearts	$ 201,157.00	$ 203,288.23	$ 203,288.24	$ -	$ (0.01)
	ESY Summer School	$ -	$ 278,686.36	$ 180,069.26	$ 98,122.02	$ 495.08
	Field trips, scholarships, camps and breaks	$ -	$ 640.00	$ 640.00	$ -	$ -
	Furniture needs	$ -	$ 2,333.98	$ 2,333.98	$ -	$ -
	Gen Ed Summer School	$ -	$ 170,999.32	$ 27,187.06	$ 143,812.26	$ (0.00)
	Homeless support	$ 23,363.00	$ 109,308.47	$ 109,308.47	$ -	$ -
	On the Right Track (College and Career)	$ 316,736.00	$ 382,312.87	$ 376,520.84	$ -	$ 5,792.03

	Power Up Health and wellness	$ 289,994.00	$ 292,021.91	$ 292,021.91	$ -	$ -
	Project READ	$ 591,831.00	$ 799,076.49	$ 796,364.71	$ -	$ 2,711.78
	Special Services needs	$ -	$ 768,010.35	$ 128,359.46	$ 639,650.89	$ (0.00)
	Special services PL	$ -	$ 263,397.05	$263,397.05	$ -	$ -
	STEM step up	$ 134,698.10	$ 137,250.45	$ 137,250.45	$ -	$ (0.00)
	Substitutes	$ -	$ 6,000.00	$ 2,380.18	$ -	$ 3,619.82
	Technology for Students	$ -	$ 11,560.00	$11,560.00	$ -	$ -
	Transportation needs	$ -	$ 2,800.00	$ 2,800.00	$ -	$ -
	Wraparound services	$ 279,874.80	$ 124,311.48	$ 109,518.73	$ 14,268.51	$ 524.23
Learning Acceleration Total		$ 2,233,879.00	$ 3,674,958.50	$ 2,744,490.96	$ 917,324.62	$ 13,142.91
Social, Emotional, Mental Health	Field trips, scholarships, camps and breaks	$ 289,200.00	$ 99,380.63	$ 74,654.63	$ 21,468.00	$ 3,258.00
	Kulture City	$ 22,707.00	$ 30,729.94	$ 30,729.94	$ -	$ -
	SEL PD	$ 90,900.00	$ 168,365.79	$ 121,510.98	$ 46,854.81	$ 0.00
Social, Emotional, Mental Health Total		$ 402,807.00	$ 298,476.36	$ 226,895.55	$ 68,322.81	$ 3,258.00
Strategic Use of Tech, Staff Dev.	Class size reduction	$ 1,909,800.00	$ 1,909,939.97	$ 1,909,939.97	$0.00	$ 0.00
	Grant staffing	$ 85,582.00	$ 138,207.11	$ 123,252.57	$ 13,275.35	$1,679.19
	Necessary technology	$ 1,151,542.00	$ 1,357,719.39	$ 1,357,719.39	$ -	$ (0.00)
	Para support	$ -	$ 140,820.67	$ 140,820.67	$ -	$ -
	SEL PD	$ 66,000.00	$ 6,687.45	$ 6,687.45	$ -	$ -
	Special Services needs	$ -	$ 5,837.90	$ 5,837.90	$ -	$ -
	Substitutes	$ -	$ 278,493.83	$ 278,493.83	$ -	$ 0.00
	Tech PD	$ 196,170.00	$ 14,012.98	$ 14,012.98	$ -	$ -
	Technology for Students	$ 111,966.00	$ 91,998.48	$91,998.48	$ -	$ (0.00)
Strategic Use of Tech, Staff Dev. Total		$ 3,521,060.00	$ 3,943,717.78	$ 3,928,763.24	$13,275.35	$ 1,679.19
Grand Total		**$ 18,229,153.00**	**$ 18,229,153.00**	**$ 16,812,496.64**	**$1,001,682.77**	**$ 414,973.58**

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Modern American History	**Social Studies**	**10th**	**1**

Course Description:

In the high school United States history course, students study both change and continuity as they investigate diverse perspectives and enduring issues in the United States over time. Students will explore United States history from Industrialization to the Digital Age using disciplinary tools and resources that support the planning and development of inquiries, evaluation of a broad range of historical sources, and communication of knowledge and ideas about the nation's history.

Aligned Core Resources:	Connection to the ***BPS Vision of the Graduate***
• US History - Reconstruction to the Present (2022)	CIVIC LITERACY • Participate effectively in civic life through knowing how to stay informed and understanding governmental processes • Exercise the rights and obligations of citizenship at local state, national and global levels • Understand the local and global implications of civic decisions CRITICAL THINKING AND PROBLEM SOLVING • Collect, assess and analyze relevant information. • Make sound judgements and decisions. Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
•	• Modern American History Equity Audit

Unit Links

Unit 1: Industrialization and Progressivism
Unit 2: Imperialism and WWI
Unit 3: The Great Depression and New Deal
Unit 4: The Second World War
Unit 5: The Cold War

Unit 1: Industrialization and Progressivism

Overview

Relevant Standards: Bold indicates priority

- US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).
- US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917).
- US.Eco.12.a. Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).
- US.His.10.a. Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).
- US.Civ.2.a. Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).
- US.His.1.a. Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights).
- US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).

Overview

In Unit 1, students study the process and impact of industrialization, as well as a variety of reform movements from Reconstruction to 1920, in order to develop an argument about the extent to which the changes during this period represent progress. Students begin by exploring the factors that led to economic growth during this time, and by evaluating competing perspectives regarding the "captains of industry" in order to develop their own perspective regarding laissez-fair practices and their impact. From there, students study the various ways a wide range of Americans worked to effect social change, examining a variety of primary sources to understand the challenges faced by various groups and ways they pursued freedom, justice, and equality.

Essential Question(s):

1. To what extent did the progressive era represent progress?
    a. Did industrialization benefit society during the Gilded Age?
    b. Did reformers improve society during the Progressive Era?

Enduring Understanding(s):

- EQ1 - Prominent industrialists capitalized on new technologies and economic models to consolidate control over key industries, which led to massive economic growth. Although this economic growth created a great deal of wealth, prosperity, and philanthropic investment by industrial leaders, it also drove income inequality and left many Americans struggling to fend for themselves.

- EQ2 - Rapid industrialization, immigration, and urbanization highlighted significant tensions and inequalities in American society at the turn of the century. The government, individual citizens, and various groups of people sought to address the problems, injustices, and inequities that existed at the time. While some reforms led to meaningful improvements and protections, reformers themselves could also hold prejudiced or paternalistic views, and some groups of people benefitted more than others.

Demonstration of Learning:

- Summative Writing: To what extent did the progressive era represent progress? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
- Unit Exam

Connections to Prior Units:	**Connections to Future Units:**
• Students will have previously considered the impact of social movements on diverse groups of people in 8th grade. The summative inquiry of the unit on American Revolution asks students to evaluate the extent to which the Revolution addressed political injustices and affected change for women, Native Americans, and enslaved people.	• Students will once again study a variety of reform efforts in unit 6. In that unit, students study the goals, strategies, and impacts of the civil rights movement before comparing those efforts to other protest movements of the 1950s and 1960s.
Family Overview (link below)	**Pacing for Unit**
	• 11 classes, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Textbook • Primary/secondary sources listed below

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• In 7th Grade ELA, students will have read a fictional account of the Triangle Shirtwaist Factory Fire from multiple perspectives, as well as portions of *Flesh and Blood So Cheap*, a nonfiction examination of immigration and industrialization at the time.	•
Differentiation through *Universal Design for Learning*	

UDL Indicator
• CHECKPOINT 7.2 Optimize relevance, value, and authenticity.
	Teacher Actions:
	• Include hooks at the start of lessons/units that make learning targets and essential questions:
	  ○ Personalized and contextualized to learners' lives
	  ○ Culturally relevant and responsive by
	• Highlight connections between daily activities/sourcework and compelling questions that drive summative writing.
	• Provide tasks that allow for active participation, exploration and experimentation.
	• Invite personal response, evaluation and self-reflection focused the themes that will be explored throughout the year.

Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	**Learning Targets:** • Level 1: with prompting and supports, identify a few key technologies during an interactive lecture on advancements during the Gilded Age. • Level 2: with prompting and supports, identify the technological innovations as a main topic an interactive lecture and retell a few examples • Level 3: with guidance and supports during interactive lecture, determine the economic benefits of technological advancements during the Gilded Age and explain specific examples • Level 4: identify examples of the social costs and benefits of industrialization in a primary source from the Gilded Age. • Level 5: determine whether a primary source is celebrating or critiquing society during the Gilded Age and explain how the author develops their perspective.

Unit 1: Immigration, Industrialization, Progressivism

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	• I can explain how technological innovations and economic practices caused the growth of industries in the Gilded Age.		Oil Steel Railroads Monopoly Laissez faire economics John D. Rockefeller Andrew Carnegie J.P. Morgan Henry Ford	
2-EQ1	• I can evaluate the degree to which industrial and economic growth benefited American society in the Gilded Age.	Gospel of Wealth Workingman's Prayer Nation of Inconsistencies Sister Carrie	Social Darwinism Urbanization Tenements	Disparaging Disregard Bustling
3-EQ2	• I can describe immigration patterns in the late 19th century, as well as the social and economic challenges immigrants faced at the turn of the century.	Cleveland's Veto Lodge's Senate Speech Polish Letters Riis How the Other Half Lives Riis Photos and Excerpts	Nativism Assimilation Chinese Exclusion Act Tenements	
4-EQ2	• I can explain how women fought for social change at the turn of the century.	Blackwell on Suffrage Memories of Hull House Immigrants and their Children	Settlement Houses Jane Addams Suffrage Movement	
5-EQ2	• I can explain how individuals, groups, and governments sought to address challenges facing workers in the late 19th century.	The Jungle	The Jungle Meatpacking Pure Food and Drug Act Meat Inspection Act Unions	
6-EQ2	• I can compare different strategies African Americans pursued in order to address	Plessy v. Ferguson The Call	Jim Crow Plessy vs Ferguson	Mutual Advocate

	social and economic challenges in the late 19th and early 20th century.	Atlanta Compromise Of Mr Washinton	Booker T Washington WEB Dubois Niagara Movement	Submission
7	• I can participate in a seminar discussion with my peers to evaluate the extent of progress during the progressive era. • I can draft a thesis and outline an argument in response to a summative prompt.			
8	• I can draft a document based essay supporting a historical argument.			
9	• Assess/flex			
10	• Flex			

Unit 2: Imperialism and WWI

Overview

Relevant Standards: Bold indicates priority

- US.His.1.b. Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).
- US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).
- US.His.14.a. Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).
- US.His.14.b. Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).
- US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).
- US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).

Overview

In Unit 2, students study America's growing involvement in world affairs and examine the extent to which this was motivated by national ideals. They do so primarily by focusing on American involvement in three foreign wars: the Spanish American War, the Philippine-American War, and World War One. By exploring a variety of primary source documents from this era, students compare and contrast the role of democratic ideals, economic interests, public opinion, and the the media in these varying conflicts. Students will also study the impact of the First World War on civil liberties at home in order to consider whether developments at home provide insight into foreign policy decisions.

Essential Question(s):

- To What extent was American foreign policy motivated by national ideals?
    a. Why did America invade Cuba, Puerto Rico, and the Philippines?
    b. Why did America join WWI, but not the league of nations?
    c. Did America live up to national ideals at home during and after WWI?

Enduring Understanding(s):

- EQ1 - Although many leaders framed the Spanish American War as a fight for democratic ideals, this view was often based on notions of cultural superiority and was rejected and criticized by many at the time. Economic and strategic factors also played a significant role as the United States sought to expand its influence by gaining territories in the Caribbean and Pacific. Shifts in public opinion, influenced by triggering events and media coverage, also contributed to US entry into the war.

- EQ2 - After seeking to remain neutral for as long as possible, Woodrow Wilson also framed US entry into WWI as a fight for democratic ideals, but economic interests and shifts in public opinion also played a significant role in pushing the country to war. After the war, debate over the Treaty of Versailles and the League of Nations centered on the tension between protecting the sovereignty of countries around the world with American independence and autonomy..

- EQ3 - Although many African American servicemen fought for democratic ideals abroad, they continued to face racial violence and discrimination at home. Racial tensions were exacerbated by fears of communist infiltration and revolution after WWI, which led to increased surveillance, censorship, and restrictions on civil liberties such as freedom of speech, press, and assembly

Demonstration of Learning:

- Summative Writing: To what extent was American foreign policy in the Age of Imperialism motivated by national ideals? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
- Unit Assessment

Connections to Prior Units:	**Connections to Future Units:**
•	• Students will again directly consider American foreign policy through the lens of democratic ideals in Unit 5. In that unit, students will study the United States involvement in the Cold War, as well as the impact on civil liberties at home.
Family Overview (link below)	**Pacing for Unit**
	• 10 classes, 4 weeks

Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	•
Differentiation through *Universal Design for Learning*	
UDL Indicator • CHECKPOINT 3.1 Activate or supply background knowledge.	**Teacher Actions:** • Anchor instruction by linking to and activating relevant prior knowledge at the start of each new unit or lesson. • Use advanced organizers (e.g., KWL methods, concept maps) • Pre-teach critical knowledge needed for exploration of primary sources by through focused interactive lecture • Bridge concepts with relevant analogies and metaphors, using prior related units to build connections • Make explicit cross-curricular connections by leveraging prior knowledge from ELA
Supporting Multilingual/English Learners	
Related *CELP standards:* • 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.	**Learning Targets:** • Level 1: with prompting and supports, actively listen to others during discussions of supporting questions and respond to simple yes/no questions and some wh- questions • Level 2: with prompting and supports, actively listen to others during short discussions of supporting questions and respond to simple questions and wh questions • Level 3: with guidance and supports, participate in conversations, discussions, and written exchanges on supporting questions by building on the ideas of others, expressing their own ideas, asking and answering questions, and adding relevant information • Level 4: participate in conversations, discussions, and written exchanges on compelling/supporting questions, building on the ideas of others, expressing their own ideas clearly, supporting points with specific and relevant evidence, asking/answering questions to clarify

	ideas and conclusions. • Level 5: participate in extended seminar discussions on compelling questions, building on the ideas of others, expressing his or her own ideas clearly and persuasively, referring to specific and relevant evidence from texts to support his or her ideas, asking/answering questions that probe reasoning and claims

Unit 2: Imperialism and WWI

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocab
1-EQ1	• I can weigh both short term and long term causes of the Spanish American war.	Did Yellow Journalism Fuel the Outbreak of the Spanish American War The March of the Flag	USS Maine Yellow Journalism Propaganda Economic Interests Strategic Interests	
2-EQ1	• I can evaluate the United States participation in the Philippine American War.	Benevolent Assimilation Aguinaldo's Manifesto Theodore Conley Mark Twain Anti-Imperialist League	Treaty of Paris Philippine-American War Social Darwinism	
3-EQ2	• I can evaluate the United States' decision to enter WWI.	Wilson's War Message Howard Zinn on WWI Wealth's Terrible Mandate	Lusitania Zimmerman Telegram Woodrow Wilson Isolationism Neutrality	
4-EQ2	• I can evaluate the United States decision not to ratify the Treaty of Versailles.	Lodge Opposes the League Norris Opposes the League	Treaty of Versailles League of Nations Irreconcilables Reservationists	Reconcile Reservation
5-EQ3	• I can compare the contributions of Americans to WWI to the discrimination they faced at home.	DuBois Returning Soldiers One Negro Officer	Thind v. United States? Naturalization Act of 1906 Red Summer of 1919 WEB Dubois	Vindictive Resignation
6-EQ3	• I can describe how fears in American society after the war impacted civil liberties.	Wilson's Request The Sedition Act No Conscription League	Espionage/Sedition Acts Schenck v. United States Palmer Raids	Contempt Substantive

		Eugene V. Debs Schenck Pamphlet Schenck v. United States		
7	• I can evaluate the extent to which American foreign policy during the Age of Imperialism was motivated by national ideals. • I can draft a thesis and outline an argument in response to a summative prompt.			
8	• I can draft a document based essay supporting a historical argument.			
9	• I can revise a prior essay to strengthen my historical argument.			
10	• Assess/flex			
11	• Flex			

Unit 3: The Great Depression and New Deal

Overview

Relevant Standards: Bold indicates priority

- US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).
- US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).
- US.His.14.c. Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam).
- US.His.6.a. Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorthea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo y Calderón).
- US.His.12.b. Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.
- US.Eco.3.a. Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration).
- US.Eco.6.a. Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party).
- US.Eco.8.a. Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).

Overview

In Unit 3, students learn about the changes and challenges facing American society between the world wars before ultimately evaluating the degree to which the government was able to address those challenges. The unit begins with an exploration of the technological and social changes that took place during the 1920s. Students then turn their focus to the ways the government addressed racial injustice, immigration, and the economic challenges that faced the nation during the Great Depression. Students then explore the economic challenges that dominated life during the Great Depression, and the various proposals and programs aimed at addressing those challenges. By exploring a variety of primary source documents, students ultimately assess the extent to which the government improved the lives of the American people during this era.

Essential Question(s):

- To what extent did the government improve the lives of American people between 1920 and 1939?
    a. How was America changing during the 1920s?
    b. Did the government successfully address social inequalities in the 1920s?
    c. Did the government address economic challenges of the 1930s?

Enduring Understanding(s):

- EQ1 - During the 1920's, American society underwent significant changes, growing increasingly unified by mass media, advertising, and the consumption of consumer goods, but divided over changes to traditional norms.
- EQ2 - The federal government did little to address the racial discrimination and racial terrorism facing African Americans during the 1920s and 1930s. As a result, many African Americans took matters into their own hands in an attempt to improve their lives, moving north during the Great Migration and establishing black cultural centers. Immigration policy at this time was also influenced by racial and ethnic prejudices, seeking to protect American workers, but also seeking to maintain a white majority in the United States.
- EQ3 - After the stock market crash of 1929, America faced significant economic challenges due to risky investments, bank failures, and environmental factors. The government addressed the economic challenges of the 1930s primarily through the New Deal, a series of programs and reforms initiated by President Franklin D. Roosevelt. Although the scope of these reforms was far reaching, the extent to which they succeeded in addressing the challenges of the Great Depression are debated, and their impact was not evenly distributed across American society.

Demonstration of Learning:

- To what extent did the New Deal improve the lives of the American people? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
- Unit Exam

Connections to Prior Units:	**Connections to Future Units:**
• Students will have previously evaluated the success of government policies when studying Reconstruction in 8th grade. The summative inquiry of that unit asks students to what extent Reconstruction was successful. • Students will have previously explored the role of laissez-faire economic policies in Unit 1, providing a contrast to the increase in government regulations during the New Deal. • Students will have recently evaluated government policies in the prior unit. Whereas that unit focused on foreign policy and democratic	• In unit 7, students will again evaluate a broad set of Government policies. In that unit, students compare the Conservatism of the 1980s to Johnson's Great Society and evaluate how successfully Conservatism addressed the social and economic challenges of the day.

ideals, this unit focuses on domestic policy and its impact.	
Family Overview (link below)	**Pacing for Unit**
	• 11 classes, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• In 10th grade ELA, students read *Of Mice and Men*, studying the lives of migrant workers in California during the Great Depression. • In 11th grade ELA, students read *The Great Gatsby* as a representation of American society in the 1920s, as well as excerpts from Bill Bryson's On Summer: America 1927.	•
Differentiation through *Universal Design for Learning*	
UDL Indicator • CHECKPOINT 3.3 Guide information processing and visualization	**Teacher Actions:** • Give explicit prompts for each step in a sequential process, such interactive lecture or exploration of (multiple)primary sources • Introduce graduated scaffolds that support information processing, such as questions to establish meaning and questions to analyze meaning • Provide multiple entry points to a lesson by tailoring Do Now activities to the students and learning target • "Chunk" information or text into smaller elements by planning pause points during interactive lecture and checks for understanding during exploration of primary sources. • Monitor student thinking during pause points in order to respond to to patterns, misconceptions, or common errors as effectively as possible
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.3 An EL can . . . speak and write about grade-appropriate	**Learning Targets:** • Level 1: with prompting and support, describe the Great Depression

complex literary and informational texts and topics.	using words and phrases acquired in conversations, reading, and being read to. • Level 2: with prompting and supports, compose a written texts describing various responses to the Great Depression that uses academic and domain specific vocabulary and includes key details from familiar (pretaught) primary sources • Level 3: with guidance and supports, compose a written text describing various responses to the Great Depression, using academic and domain specific vocabulary, and including relevant details from both familiar (pretaught) and new primary sources • Level 4: develop a written text describing various causes and responses to the Great Depression, using academic and domain specific vocabulary, and including relevant details from both familiar (pretaught) and new primary sources. • Level 5: fully developing a written text evaluating the extent to which the government helped the American people during the 1920s and 30s using academic and domain specific vocabulary, and including relevant details from both familiar (pretaught) and new primary sources.

Unit 3: 1920's, Great Depression and New Deal

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	• I can evaluate the extent to which changes in American society unified the country.	Economic Statistics?	Automobile/radio Mass culture/media Flappers Prohibition Scopes Trial	
2-EQ2	• I can evaluate how the government, individuals, and groups of people responded to the challenges facing African Americans in the 1920's and 1930s.	Burdick Letter Roosevelt Letter	Jim Crow Klu Klux Klan Tulsa Massacre Ossion Sweet Black Urban Centers Great Migration Harlem Renaissance	Antagonistic Prominent
3-EQ2	• I can assess the impact of both the policies and the rhetoric surrounding immigration in the 1920s and 1930s.	Guerrero Letter California Apology Act Immigration Station Debates on Immigration	Immigration Act of 1924 Angel Island Mexican Repatriation	Assert Conceit Coerced
4-EQ3	• I can investigate the causes and effects of the Great Depression.		Consumerism/Credit Wealth distribution Regulation Laissez faire policies	
5-EQ3	• Explain and evaluate potential approaches to stabilize markets in response to the Great Depression.	Every Man a King Second Fireside Chat	Herbert Hoover Franklin D. Roosevelt Huey Long American Communist Party	
6-EQ3	• Describe and evaluate the effectiveness relief, recovery, and reform programs of the New Deal.	A Negro in the CCC Fechner Letter Roosevelt Fireside Chat	Emergency Banking Act Civilian Conservation Corps Social Security Administration	Emphatic Construed

			Works Progress Administration Federal Deposit Insurance Corporation	
7-EQ3	• I can compare and corroborate historical perspectives regarding the success of the New Deal.	Johnson Cartoon Towards a New Past Out of Our Past		
8	• I can participate in a seminar discussion with my peers to evaluate the extent to which the government improved the lives of Americans between 1920 and 1939. • I can draft a thesis and outline an argument in response to a summative prompt."			
9	• I can draft a document based essay supporting a historical argument.			
10	• Assess/flex			
11	• Flex			

Unit 4: The Second World War

Overview

Relevant Standards: Bold indicates priority

- US.His.1.c. Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).
- US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).
- US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).
- US.His.1.d. Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).
- US.Eco.13.a. Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities).
- US.His.16.e. Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources (e.g., Federal Housing Administration, Servicemen's Readjustment Act of 1944, Levittown, redlining, Interstate Highway System).

Overview

In the final unit of the first semester, students turn their attention to the Second World War. This unit focuses on the domestic impacts of the war, beginning with an exploration of the debates surrounding America's policy of neutrality before moving to a study of the economic and social impacts of mobilization. Students study the experiences of Japanese Americans during the war, as well as the experiences of American service men and women across the globe, before finally examining the causes and effects of American prosperity following the Allied victory. Over the course of the unit, students explore a variety of primary source documents in order to assess the extent to which the greatest conflict in human history united the American people.

Essential Question(s):

- To what extent did WWII unify the American people?
    a. How unified were Americans in the decision to go to war?
    b. Did their wartime experiences bring Americans closer together?
    c. Did Allied victory bring Americans closer together?

Enduring Understanding(s):

- EQ1: At the outbreak of World War II, many Americans supported a policy of neutrality, but President Roosevelt sought ways to support American allies financially. The public grew increasingly sympathetic and involved as American allies fell under German occupation until the Japanese attack on Pearl Harbor largely united the country in favor of entering the war..
- EQ2: Economic hardships at home and military service abroad brought many Americans into closer contact with each other and contributed to feelings of patriotism and shared sacrifice, but did not erase existing inequalities and divisions in American society. Women, African Americans, and Mexicans helped provide necessary labor throughout the war, but were not permanently or fully integrated into the workforce and continued to face discrimination. Many Americans supported the government's decision to intern Japanese Americans based on fears of disloyalty, further highlighting racial divisions in American society.
- EQ3: The post WWII period saw a remarkable economic boom which brought many Americans into a significantly expanded middle class. While Government subsidies helped expand homeownership and access to education, redlining, segregation, and discrimination prevented African Americans from enjoying many of these benefits. Mass media helped shape a unifying popular culture largely defined by consumerism and idealized suburban family life, but also helped reinforce traditional gender roles and largely ignored the lives of minority women and families.

Demonstration of Learning:

- To what extent did World War II unify the American people? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
- Unit Exam

Connections to Prior Units:	**Connections to Future Units:**
• Students will have briefly studied the Second World War and the Holocaust in 6th grade Social Studies, as a historical example of ethnic conflict in Europe. • Students will have considered the theme of national unity twice in 8th grade. In that course, summative inquiries ask students to evaluate the extent to which the Constitution and the Civil War united the country. • Students will have studied the Second World War in 9th Grade World History, including major battles, turning points, and the Holocaust.	• Students will consider the impact of the September 11th attacks (as well as other crises) on American identity and unity in Unit 8.

• Students will have previously studied debates surrounding the United States role in foreign affairs in Unit 2, including the decision to enter the First World War.	
Family Overview (link below)	**Pacing for Unit**
	• 11 classes, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Students will have read *Refugee* in 6th grade. In this novel, one of the three protagonists is Josef, a 12 year old Jewish boy who escapes Nazi Germany on board the St. Louis, only to be turned away by both Cuba and the United States. • In 7th Grade, students will have read *A Raisin in the Sun*, a play exploring generational conflicts within an African American family living on the South Side of Chicago in the 1950's as they struggle with access to homeownership and the American Dream. • Some, but not all, students will have read *They Called Us Enemy*, a graphic novel memoir by George Takei relating his experience of Japanese internment as a child. • Students will have read *Night* in 8th grade. In this memoir, Nobel laureate Eli Weisel recounts his experience surviving Auschwitz-Birkenau.	•
Differentiation through *Universal Design for Learning*	
UDL Indicator • CHECKPOINT 8.1 Heighten salience of goals and objectives	**Teacher Actions:** • Prompt or require learners to explicitly formulate or restate goals for exploration of primary sources • Display and return to the learning target in multiple ways throughout the lesson • Encourage division of long-term goals into short-term objectives by drawing connections between summative prompts, essential questions, and daily learning targets

	• Engage learners in discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	**Learning Targets:** • Level 1: With prompting and supports, gather information from a few provided primary sources, labeling collected information as evidence of the war uniting or dividing Americans. • Level 2: With prompting and supports, gather information from a few provided primary sources, recording some quoted evidence and summarizing ways in which the war did or did not unite Americans. • Level 3: With guidance and supports, gather information from multiple provided primary sources, evaluating the reliability of each source, and paraphrasing key information in a short written or oral report. • Level 4: Gather and synthesize information from multiple primary sources, addressing multiple supporting questions, evaluating evaluate the reliability of each source and integrating information into organized oral or written argument • Level 4: Gather and synthesize information from multiple primary sources, addressing multiple supporting questions, evaluating the reliability of each source and integrating information into organized oral or written argument in response to the compelling question of whether WWII united Americans.

Unit 4: The Second World War

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	• I can describe national debates and changes to changes to US policy regarding neutrality during WWII.	FDR Fireside Chat Lindberg Des Moines WWII propaganda	Neutrality Acts Lend Lease Act America First Committee Pearl Harbor	Appease
2-EQ2	• I can evaluate how the economic demands of World War II impacted American society.	Americans All Saturday Evening Post Oral Interview	Mobilization Braceros Program Black Rosies Double V Campaign Executive Order 8802	Devotion
3-EQ2	• I can evaluate United States policies of Japanese internment during the Second World War.	Executive Order 9066 Korematsu Decision Public Opinion Polls	Executive Order 9066 Korematsu v. US	Internment
4-EQ2	• I can describe the achievements and contributions of diverse individuals and groups during World War II.		Tuskegee Airmen Code Talkers European Theatre Pacific Theatre Iwo Jima D-Day	
5-EQ3	• I can explain the economic causes and social impact of unprecedented prosperity after World War II.	How To Be a Good Wife Redlining Maps of CT	Fair Deal GI Bill of Rights Baby Boom Interstate Highway Act Consumer Culture Levittown Redlining	Productive Conformity
6	• I can participate in a seminar discussion with my peers to			

	evaluate the extent to which World War II unified America. • I can draft a thesis and outline an argument in response to a summative prompt.			
7	• I can draft a document based essay supporting a historical argument.			
8	• I can revise a prior essay to strengthen my historical argument.			
9	Assess			
10	Flex			

Unit 5: The Cold War

Overview

Relevant Standards: Bold indicates priority

- US.His.1.e. Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials).
- US.His.14.d. Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident).
- US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- US.His.1.f. Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.
- US.His.5.a. Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).
- US.His.11.a. Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).

Overview

Students start the second semester of Modern American by turning their attention back to foreign policy, studying America's role in the Cold War. They do so primarily by examining three "fronts'' of America's struggle against Communism: Eastern Europe, Korea, and Vietnam. As they learn about each of these conflicts, students examine a variety of primary source documents to determine the extent to which America's fight against communism exemplified or compromised democratic ideals. Students will also study the impact of the Cold War on civil liberties at home in order to consider whether developments at home provide insight into foreign policy decisions.

Essential Question(s):

- To what extent was American foreign policy during the Cold War motivated by democratic ideals?
    a. Why did America send economic and military aid to Europe, Korea, and Vietnam after WWII?
    b. Did America live up to national ideals at home during the Cold War?

Enduring Understanding(s):

- EQ1 - In Europe and Korea, the U.S. spurred economic development, promoted collective security, and went to war in order to defend its economic interests as well as the sovereignty of democratic governments in the face of Communist aggression. The U.S. often framed its involvement in Vietnam as a defense of democracy and freedom, but also supported imperial and authoritarian regimes in South Vietnam in order to suppress Communist independence movements.
- EQ2 - Many Americans viewed communism as an existential threat to democratic values, freedoms, and the American way of life. These fears, exacerbated by the heightened risk of the nuclear age and increasingly homogeneous mainstream culture, led to widespread paranoia, suspicion and efforts to root out communist threats, often at the expense of civil liberties and social movements fighting for equality and justice.

Demonstration of Learning:

- Summative Writing: To what extent was American foreign policy during the Cold War motivated by democratic ideals? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
- Unit Exam

Connections to Prior Units:	**Connections to Future Units:**
• Students will have been introduced to communism, the USSR, and the Cold War in 6th grade, and should have understood that Eastern and Western Europe took different political and economic paths after WWII. • Students will have studied the spread of communism throughout Europe, Latin America, and Asia in 9th grade World History, as well as clashes with democracy during the Cold War. • Students will have previously studied American foreign policy through the lens of democratic ideals in Unit 2. In that unit, students studied the reasons for United States involvement in the Spanish American War, the Philippines, and WWI, before also considering the impact on civil liberties at home.	

Family Overview (link below)	**Pacing for Unit**
	• 10 classes, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Students will have studied Animal Farm in 8th grade, and should understand that novel as an allegory for the Russian Revolution.	•
Differentiation through *Universal Design for Learning*	
UDL Indicator • CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships	**Teacher Actions:** • Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines and/or graphic organizers to capture relationships learning targets, essential questions, and summative essays • Use cues and prompts to draw attention to critical features during interactive lecture and exploration of primary sources • Highlight previously learned knowledge that can be used to introduce related essential questions/summative prompts • Name historical thinking skills that students will practice at various points, such as causation, contextualization, continuity, change, and corroboration.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	**Learning Targets:** • Level 1: with prompting and pre teaching, verbally or nonverbally express an opinion about the Marshall Plan using a limited number of words and phrases acquired in conversations, reading, and being read to. • Level 2: with prompting and preteaching, construct a claim about the Marshall Plan by introducing the topic, giving a reason to support the claim, and providing a concluding statement

	• Level 3: with guidance and preteaching, construct a claim about the Marshall Plan by introducing the topic, providing sufficient evidence, reasons, or facts to support the claim, acknowledging opposing ideas, and providing a concluding statement • Level 4: construct a claim about the American foreign policy during the Cold War by introducing the topic, providing logically ordered reasons or facts that effectively support the claim, acknowledging opposing ideas, and providing a concluding statement • Level 5: construct an argument comparing American foreign and domestic policy during the Cold War by introducing the claim, distinguishing from counterclaims, providing sufficient evidence, reasons, or facts to support the claim, acknowledging opposing ideas, and providing a conclusion that summarizes the argument presented

Unit 5: The Cold War

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	• I can evaluate the extent to which early Cold War policy in Europe was motivated by national ideals.	Truman Doctrine Iron Curtain Speech Soviet Telegram	Truman Doctrine Marshall Plan NATO Eisenhower Doctrine	
2-EQ1	• I can evaluate the extent to which military intervention in Korea was motivated by national ideals.	Truman's Memoir North Korean Textbook South Korean Textbook	38th Parallel Korean War Harry Truman Douglass MacArthur SEATO	Embolden
3-EQ1	• I can evaluate the extent to which early Cold War policy in Vietnam was motivated by national ideals.	DRV Independence Pendergrass Letter Kennedy's Response McNamara Speech	Geneva Accords Ho Chi Minh Ngo Dinh Diem Domino Theory Gulf of Tonkin Resolution	
4-EQ2	• I can describe the causes and effects of the nuclear age.	Atoms for Peace	Cuban Missile Crisis Space Race/NASA	Mutual Assured
5-EQ2	• I can describe how fears in American society during the Cold War impacted civil liberties.	McCarthy Communism Chase's Conscience Murrow "See if Now"	Red Scare Lavender Scare HUAC Joseph McCarthy Smith Act	Abdicate Conviction
6-EQ2	• I can explain how the Cold War impacted social critics and reformers during the 1950s.	Robeson Before HUAC		
7	• I can participate in a seminar discussion with my peers to evaluate the extent to which World War II unified America.			

	• I can draft a thesis and outline an argument in response to a summative prompt.			
8	• Draft			
9	• Assess/flex			
10	• Flex			

Unit 6: Civil Rights Movements

Overview

Relevant Standards: Bold indicates priority

- US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).
- US.His.15.a. Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).
- US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).
- US.His.11.a. Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).

Overview

In the second unit of the semester, students study what is arguably the most powerful movement for social change in American history. Over the course of the unit, students consider how the goals and strategies of the Civil Rights movement changed over time, examining its evolution, successes, setbacks, and tensions. This includes studying early bus boycotts and sit-ins, Freedom Rides, and the evolution of the Black Power movement. Students then work to contextualize the Civil Rights movement within the counterculture of the 1960s, making connections to popular music such as Motown and Rock and Roll, as well as the many other protest movements that drew on movement for inspiration while also seeking to address their own unique set of injustices, such as feminist movement and efforts to secure LGBTQ, Chicano, and Native American rights.

Essential Question(s):

- How united were the various protest movements of the 1950s and 60s?
    a. How much did the Civil Rights movement change over time?
    b. How did the Civil Rights movement compare to other protest movements of the 1960s?

Enduring Understanding(s):
• EQ1 - Throughout the 1950s and 1960s, the Civil Rights Movement sought to challenge racial segregation and discrimination, often through grassroots organizing and nonviolent protest. After Brown v. Board of Education, the movement pursued desegregation and voting rights through nonviolent direct action and increasingly large scale demonstrations. After legislative victories of the 1960s, the movement expanded its goals to include economic justice and community empowerment, causing tensions and divisions within the movement as new voices promoted more radical and confrontational approaches. • EQ2 - As the United States escalated the war in Vietnam, it was met with increasing resistance at home. There was significant overlap between the civil rights movement, the anti war movement, as well as other protest movements of the time. Although many protesters drew on similar tactics and often saw themselves as part of a larger struggle for economic and social justice, they were not a unified coalition and achieved varying levels of success.
Demonstration of Learning:
• How united were the various protest movements of the 1950s and 1960s? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. • Unit assessment.

Connections to Prior Units:	**Connections to Future Units:**
• Students will have previously considered the impact of historical events on diverse groups of people in 8th grade. The summative inquiry on the American Revolution asks students to evaluate the extent to which the Revolution addressed political injustices and affected change for women, Native Americans, and enslaved people. • Students will have previously studied how various groups of Americans worked to combat injustice and improve society in Unit 1 of this course. In that unit, students study the social inequities that arose during the Gilded Age and evaluate how various progressive movements responded.	•
Family Overview (link below)	**Pacing for Unit**
	• 12 classes, 5 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to	•

facilitate drafting, feedback, collaboration, and revision.	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• In 6th Grade, students will have read *Brown Girl Dreaming*, a memoir in verse that describes Jacqueline Woodson's experience growing up as a Black child in the 1960s and 1970s, living with the remnants of Jim Crow and developing a growing awareness of the civil rights movement. • In 7th Grade, students will have read *A Raisin in the Sun*, a play exploring generational conflicts within an African American family living on the South Side of Chicago in the 1950's as they struggle with access to homeownership and the American Dream.	•
Differentiation through *Universal Design for Learning*	
UDL Indicator • CHECKPOINT 8.4 Increase mastery-oriented feedback	**Teacher Actions:** • Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge. • Use shared rubrics to provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance. • Use Show Call to provide feedback that is frequent, timely, and specific. • Provide feedback that is substantive and informative rather than comparative or competitive. • Use Show Call and/or Whole Class feedback to identify patterns of errors and wrong answers, and generate positive strategies for future success.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	**Learning Targets:** • Level 1: With prompting and supports, gather information from a few provided sources and label collected information as evidence of a goal or a strategy • Level 2: With prompting and supports, gather information from provided sources, recording examples of goals, and summarizing changes between documents

	• Level 3: With guidance and supports, gather information from multiple provided sources, evaluating the reliability of each and paraphrasing key information • Level 4: Gather and synthesize information from multiple sources, evaluating the credibility of each, analyzing and integrating information into a clearly organized oral/written text describing changes in the civil rights movement. • Level 5: Gather and synthesize information from multiple sources, evaluating the credibility of each, analyzing and integrating information into a clearly organized oral/written text comparing multiple movements during the 1960s.

Unit 6: Civil Rights Movements

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	• Evaluate the extent to which the goals and strategies of the civil rights movement changed over the course of the 1950s.	Brown v. Board of Education King at Holt St. Church Bigger than a Hamburger	Brown v. Board of Ed. Little Rock Nine Civil Rights Act of 1957 Montgomery Boycott	
2-EQ1	• I can evaluate the successes and setbacks of the Civil Rights movement in the 1960's.	SNCC Statement of Purpose Flier for Freedom Summer Letter from Birmingham Jail	Freedom Rides James Meredith John Lewis March on Washington Freedom Summer March on Selma Civil Rights Act of 1964 Voting Rights Act of 1965	Affirm Integrate Reconcile
3-EQ1	• I can evaluate the extent to which the goals and strategies of the civil rights movement changed over the course of the 1960s.	Malcolm X to Miss. Youth Black Panther Platform SNCC Leaflet Ballad or Bullet Carmichael on Black Power	SNCC Poor People's Campaign Malcom X Stokely Carmichael Black Power Black Panthers	
4-EQ2	• I can describe the ways popular culture reflected and influenced changes in American society.	Song Lyrics	Counterculture Beat Generation Rock and Roll Motown	
5-EQ2	• I can compare and contrast the protests against the Vietnam War with the Civil Rights Movement.	King's "Beyond Vietnam" SNCC on Vietnam	Tet Offensive My Lai Kent State Great Society	
6-EQ2	• I can compare and contrast the feminist and LGBTQ movement of the 1960s with the Civil	Steinem Living the Revolution Steinem on Equal Rights	Stonewall Uprising	

	Rights Movement.	Edmund White's City Boy Sylvia Rivera Speech		
7	• I can compare and contrast the Native American and Chicano Movements with the Civil Rights Movement		Cesar Chavez Dolores Huerta United Farm Workers Chicano Movement American Indian Movement	
8	• I can participate in a seminar discussion with my peers to compare and contrast the various protest movements of the 1950's and 1960's. • I can draft a thesis and outline an argument in response to a summative prompt.			
9	• I can draft a document based essay supporting a historical argument.			
10	• I can revise a prior essay to strengthen my historical argument.			
11	• Assess/Flex			
12	• Flex			

Unit 7: The New Conservatism

Overview

Relevant Standards: Bold indicates priority

- US.His.1.g. Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).
- US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War.
- US.His.2.a. Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).
- US.His.15.b. Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).
- US.Geo.3.a. Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).
- US.Civ.13.b. Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS" public information campaign, Immigration Reform and Control Act).

Overview

In this unit, students again question the role of government in improving the lives of American citizens. Students begin by examining how the counterculture of the 1960's was impacted by new technologies and met with conservative and religious resistance in the form of the New Right. Students then examine the social, economic, and foreign policies of Ronald Reagan, comparing his approach to government with those of his predecessors, such as Lyndon Johnson. In doing so, students will again assess the extent to which these new approaches to government improved the lives of the American people.

Essential Question(s):
• Did New Conservatism improve the lives of American people between 1970 and 1989? a. How effectively did the government respond to cultural changes and challenges? b. How effective were conservative economic policies?
Enduring Understanding(s):
• Concerns with cultural change led religious groups to become more actively involved in politics, helping the conservative movement gain and maintain power. As a result, the government took a less active role than previous administrations in directly addressing some of the social challenges that arose during that time, while also seeking to limit some of the policies they had enacted. • Unlike previous administrations, Conservative economic policies during the 1970's and 1980's sought to address economic challenges by limiting government regulation, taxation, and spending. While some grew rich as a result, the number of Americans living in poverty increased and the national debt rose during this time, causing significant debate about the efficacy of these approaches.
Demonstration of Learning:
• Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. • Unit Exam

Connections to Prior Units:	**Connections to Future Units:**
• Students will have previously evaluated the success of the United States government's approach to social and economic challenges in Unit 3. In that unit, students evaluate the extent to which the New Deal improved the lives of Americans. This unit asks students to make a similar judgment regarding the impact of Conservatism during the 1980s.	•
Family Overview (link below)	**Pacing for Unit**
	• 9 classes, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to	• Textbook

facilitate drafting, feedback, collaboration, and revision.	• Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	•
Differentiation through *Universal Design for Learning*	
UDL Indicator • CHECKPOINT 6.4 Enhance capacity for monitoring progress	**Teacher Actions:** • Narrate patterns in student thinking to prompt reflection relative to targets and success criteria • Show representations of progress, such as early written work compared to written work demonstrating growth in focus areas • Prompt learners to identify the type of feedback or advice that they are seeking • Use templates that guide self-reflection on quality and completeness • Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.6 An EL can . . . analyze and critique the arguments of others orally and in writing.	**Learning Targets:** • Level 1: With prompting and supports, identify a point an author makes about the success of the conservative policies in the 1980's. • Level 2: With prompting and supports, identify the main argument an author makes regarding the success of the conservative policies in the 1980's. • Level 3:With guidance and supports, explain the reasons an author gives to support a claim regarding the success of conservative policies in the 1980's. • Level 4: Analyze the reasoning and determine whether the evidence is sufficient to support a claim regarding the success of conservative policies in the 1980's. • Level 5: Analyze and evaluate the reasoning and determine whether the evidence is sufficient to support a claim regarding the success of conservative policies in the 1980's.

Unit 7: The New Conservatism

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	• Cultural tensions and changes of the 1970s and 1980s.	Teddi Holt on Feminism Jerry Falwell on Culture	Counterculture New Right Moral Majority Talk Radio/Cable Television Equal Rights Amendment	Admonish
2-EQ1	• Comparing Regan's social policies to those of his predecessors.	Regan's First Inaugural Address Johnson Great Society Speech	Liberal Conservative War on Drugs AIDS Epidemic Medicare Medicaid	
3-EQ2	• Comparing Regan's economic policies to those of his predecessors.	First Inaugural Address Johnson Great Society Speech Reaganomics SHEG Docs	Supply Side/Reaganomics Tax Cuts Budget Deficits National Debt Private Sector Clearinghouse on Corporate Responsibility?	
4	• Evaluate the degree to which American foreign policy changed under Regan.	Berlin Speech Kennedy Berlin Speech	Gorbachev Space Program	
5-EQ2	• I can compare and corroborate historical perspectives regarding the success of Reagan's policies.			
6	• I can participate in a seminar discussion with my peers to evaluate the extent to which the Conservative movement of the 1980s improved the lives of the American people. • I can draft a thesis and outline an argument			

	in response to a summative prompt.			
7	• I can draft a document based essay supporting a historical argument.			
8	• Assess/flex			
9	• Flex			

Unit 8: National Identity in a Digital Age

Overview

Relevant Standards: Bold indicates priority

- US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.
- US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- US.His.5.c. Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).
- US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).
- US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).
- US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).
- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

Overview

The final unit of the course examines questions of national identity since the 2000 election. The unit allows students to enter a national conversation regarding division and polarization in American society by examining the elections of three presidents and a major crisis each of them faced during their presidency. Students begin by learning about the elections of George Bush, Barack Obama, and Donald Trump, including each candidate's performance across multiple demographics in the popular vote, as well as the electoral college. Students then explore how each administration, and the public at large, reacted to a significant crisis. Students conclude by considering the impact of technology and social media in further uniting or dividing the country, equipping them to participate in the democratic process as critical consumers of information.

Essential Question(s):
• Has America grown more united since 2000? a. How have presidential elections united and divided American society? b. How have national crises united and divided American society? c. How has technology united and divided American society?
Enduring Understanding(s):
• EQ1 - Elections since 2000 have been incredibly close and fiercely contested, often illustrating significant divisions in American society. Despite these divisions, American institutions have consistently upheld the democratic process. • EQ2 - American society has faced a number of significant challenges since the year 2000. Oftentimes Americans have banded together in response to threats or challenges, but in doing so have also sometimes highlighted divisions in American society, reinforcing "we/they" dynamics and excluding those deemed to be less American. The government has typically intervened in response to these challenges, but those interventions have been contentious in their own right. • EQ3 - The rise of social media promised to/and allows for unprecedented connection across society. In many ways, Americans are more technologically connected than ever, but the 24 hour news cycle and social media have also created echo chambers that have further divided Americans with differing political allegiances/identities.
Demonstration of Learning:
• Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. • Unit Exam

Connections to Prior Units:	**Connections to Future Units:**
• Students will have considered the theme of national unity twice in 8th grade. In that course, summative inquiries ask students to evaluate the extent to which the Constitution and the Civil War united the country. • Students will have previously studied the impact of threats and challenges on national unity in Unit 4. In that unit, students study ways in which the attack on Pearl Harbor, and WWII as a whole, impacted a shared sense of national identity.	•
Family Overview (link below)	**Pacing for Unit**
•	• 10 classes, 4 weeks

Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	•
Differentiation through *Universal Design for Learning*	
UDL Indicator • CHECKPOINT 3.4 Maximize transfer and generalization	**Teacher Actions:** • Provide scaffolds that connect new information/texts to prior knowledge and anchor texts studied over the course of the year • Embed new ideas/texts in familiar ideas and contexts studied throughout the year • Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course • Offer opportunities over time to revisit key ideas and linkages between texts
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.	**Learning Targets:** • Level 1: With prompting and supports, communicate basic information about elections since 2000. • Level 2: With prompting and supports, introduce and explain a sequence of elections since 2000, providing facts about the popular vote • Level 3: With guidance and supports, introduce and explain a sequence of elections since 2000, providing facts about the popular vote and using common transitional phrases • Level 4: Introduce and develop a detailed account of elections since 2000, using a variety of complex transitions to link major sections of the text. • Level 5: Introduce and effectively develop a detailed account of elections since 2000, using a variety of complex transitions to link major sections of the text and clarify relationships between ideas..

Unit 8: National Identity in a Digital Age

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	• Determine what presidential election results since 2000 indicate about national identity.	Popular vote counts Electoral college results Demographic breakdowns Op Ed Articles	Bush v Gore (2000) Obama v McCain (2008) Trump v Clinton (2016)	
2-EQ2	• I can describe the causes of the September 11th attacks, the government's response, and evaluate the impact on American society.	Bush approval ratings Polling Op Ed Articles	War in Afghanistan Invasion of Iraq Views of Muslims and Sikhs Dept. of Homeland Security Patriot Act	
3-EQ2	• I can describe the Great Recession, the government's response, and evaluate the impact on American society.	Obama approval ratings Polling Op Ed Articles	Great Recession Dodd-Frank Wall Street Reform Consumer Protection Act Affordable Care Act	
4-EQ2	• I can describe the Coronavirus Pandemic, the government's response, and evaluate the impact on American society.	Trump approval ratings Polling Op Ed Articles	Vaccination Quarantine Restrictions Executive Order 13769	
5-EQ3	• I can analyze the impact of multimedia on American politics and public discourse		24-hour news cycle Echo chambers Social media algorithms,	
6	• I can participate in a seminar discussion with my peers to evaluate whether American Society has grown more divided since the 2000 election. • I can draft a thesis and outline an argument in response to a summative prompt.			
7	• I can draft a document based essay			

	supporting a historical argument.			
8	• I can revise a prior essay to strengthen my historical argument.			
9	• Assess/flex			
10	• Flex			

Standard Matrix

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
US.Inq.1.a.	Explain how compelling and supporting questions reflect an enduring issue in United States History.	S	S	S	S	S	S	S	S
US.Inq.1.b.	Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions merge when engaging sources that represent varied perspectives.	S	S	S	S	S	S	S	S
US.Inq.1.c.	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	S	S	S	S	S	S	S	S
US.Inq.2.a.	Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.	P	P	P	P	P	P	P	P
US.Inq.3.a.	Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.	P	P	P	P	P	P	P	P
US.Inq.3.b.	Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).	P	P	P	P	P	P	P	P
US.Inq.3.c.	Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).	P	P	P	P	P	P	P	P
US.Inq.4.a.	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	P	P	P	P	P	P	P	P
US.Inq.4.b.	Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).	S	S	S	S	S	S	S	S
US.Inq.4.c.	Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).			S				S	

US.Inq.4.d.	Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.								
US.Inq.4.e.	Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.			S				S	S
US.Inq.4.f.	Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.								
US.His.16.a	Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island).								
US.Civ.13.a	Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., moderate and radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).								
US.Civ.5.a.	Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).								
US.Civ.14.a.	Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy.								
US.His.7.a.	Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.								
US.His.4.a.	Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).	P							
US.His.12.a.	Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917).	P							
US.Eco.12.a.	Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).	P							
US.His.10.a.	Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).	P							
US.His.1.a.	Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights).	P							

US.Civ.12.a.	Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).	P							
US.His.1.b.	Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).		P						
US.His.4.b.	Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g. Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).		P						
US.His.14.a.	Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).		P						
US.His.14.b.	Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).		S						
US.His.16.b.	Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).		P						
US.His.4.c.	Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).		P	P					
US.His.4.d.	Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).			P					
US.Civ.2.a.	Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).	P							
US.His.14.c.	Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam).			P					
US.His.6.a.	Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorthea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo y Calderón).			S					
US.His.12.b.	Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.			P					

US.Eco.3.a.	Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration).			P					
US.Eco.6.a.	Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party).			P					
US.Eco.8.a.	Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).			P					
US.His.1.c.	Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).				P				
US.His.16.c.	Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese- American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).				P				
US.His.16.d.	Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).				P				
US.His.1.d.	Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).				P				
US.His.1.e	Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials).					S			
US.His.14.d.	Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident).					P			
US.His.14.e.	Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).					P			
US.His.1.f.	Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.					P			
US.His.5.a.	Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee,					P			

	Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).								
US.Eco.13.a.	Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities).				P				
US.His.16.e.	Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources (e.g., Federal Housing Administration, Servicemen's Readjustment Act of 1944, Levittown, redlining, Interstate Highway System).				P				
US.His.5.b.	Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).						P		
US.His.15.a.	Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).						P		
US.Civ.5.b.	Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).						P		
US.Civ.5.c.	Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).						P		
US.His.11.a.	Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).						P		
US.His.1.g.	Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).							P	
US.His.1.h.	Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War.							P	
US.His.2.a	Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).							P	

US.His.15.b.	Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).							P	
US.Geo.3.a.	Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).							S	
US.Civ.13.b.	Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, “America Responds to AIDS” public information campaign, Immigration Reform and Control Act).							P	
US.His.2.b.	Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).								S
US.His.2.c.	Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.								S
US.His.14.f.	Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.								P
US.His.5.c.	Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).								P
US.Eco.8.b.	Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).								P
US.Geo.12.a	Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).								S
US.Civ.10.a.	Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).								P
US.Civ.14.b.	Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).								P

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Pre Emergency Medical Response (PEMR)	CTE	11-12	1.0

Course Description:

An introduction to the fundamentals of emergency medical response. The Pre- Emergency Medical Responder course prepares students to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMRs, anatomy and physiology, overview of medical terminology, medical emergencies, trauma, and special considerations for working in the prehospital setting. Upon successful completion of the final exam, students earn an Emergency Medical Response certification through the American Red Cross.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
American Red Cross Pre-EMR course Materials	**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 **CRITICAL THINKING AND PROBLEM SOLVING** • Collect, assess and analyze relevant information Reason effectively • Use systems thinking Make sound judgements and decision • Identify, define and solve authentic problems and essential questions • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to Completed Equity Audit**
Medical Terminology	Equity Audit

Standard Matrix

Common Career Technical Core Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
HL 3.1 Explain infection control practices and procedures • Practice infection control procedures																x
HL 3.2 Demonstrate personal safety practices • Manage a personal exposure incident in compliance with OSHA regulations																x

• Use personal protective equipment (PPE) as appropriate to the environment																
HL 3.3 Use techniques to insure environmental safety • Modify the environment to create safe working conditions	x															
HL 4.1 Describe team participation • Communicate verbally and nonverbally with team colleagues to assure best results for the client. • Respect and value the expertise and contributions of all team members. • Exhibit a strong sense of team identity and commitment to purpose.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
HL 4.2 Identify and describe health care teams • Apply the team concept in providing quality patient/client care. • Recognize characteristics of effective teams. • Formulate appropriate response to critical situations as a steam member and/or leader.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
HL 5.2 Describe legal practices employed by healthcare workers. • Perform duties according to regulations, policies, laws and legislated rights of clients. • Manage clients' rights according to the Patient Bill of Rights. • Manage confidentiality according to Health Information Portability and Accountability Act (HIPAA). • Apply the doctrine of informed consent.	x															
HL-DIA 3.1 Apply techniques for patient/client safety when positioning, transferring and transporting patients/clients. • Identify and employ appropriate transport methods. • Identify and employ appropriate transfer methods. • Assess correct positioning to accommodate patient/client status.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
HL-DIA 5.1 Perform specific procedures to create diagnostic results. • Recognize scope of practice to be employed. • Perform procedure competently within	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

scope of practice.																
HL-THR 1.1 Employ effective oral communication techniques when responding to patient questions and concerns. • Assess patients/clients' understanding of the information provided. • Demonstrate empathy for patients/clients. • Construct communication appropriate to the needs of the patient/client and the situation.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Unit Links

Unit 1: Preparatory - The Emergency Medical Responder
Unit 2: Preparatory - Human Body & Med Terms
Unit 3: Assessment - Scene Size Up
Unit 4: Assessment - Primary Assessment
Unit 5: Assessment - History Taking & Secondary Assessment
Unit 6: Airway: Airway & Ventilation
Unit 7: Circulation: Circulatory System & Cardiac Emergencies
Unit 8: Medical Emergencies, Poisoning, & Substance Abuse & Misuse
Unit 9: Medical Emergencies - Environmental Emergencies & Behavioral Emergencies
Unit 10: Trauma Emergencies - Shock, Bleeding and Trauma, Soft Tissue Injuries
Unit 11: Trauma Emergencies - Injuries Muscles, Bones, Joints, Head, Neck & Spine
Unit 12: Special Populations - Childbirth, Pediatrics, Older Adults, Special Needs
Unit 13: Emergency Medical Services Operations
Unit 14: Incident Command
Unit 15: Disasters and Terrorism, Special Operations
Unit 16: Blood Borne Pathogens

Unit 1: Preparatory - The Emergency Medical Responder

Required ARC Lessons

- Lesson 1: The Emergency Medical Responder
- Lesson 2: The Well-Being of The Emergency Medical Responder
- Lesson 3: Medical, Legal, and Ethical Issues

Relevant Standards: Bold indicates priority

HL 3.1 Explain infection control practices and procedures.
HL 5.2 Describe legal practices employed by healthcare workers.
HL 4.1: Describe team member participation.

Essential Question(s):	Enduring Understanding(s):
• Who is an emergency medical responder? • What are the roles and responsibilities of an emergency medical responder? • What are the personal characteristics and professional behavior expected of an Emergency Medical Responder? • How can Emergency Medical Responders ensure their own safety while responding to emergencies? • What strategies an Emergency Medical Responder could take to alleviate stress? • How can Emergency Medical Responders communicate with empathy to patients, their family members and friends.	The Emergency Medical Responder (EMR) plays a vital role in the health and safety of communities. EMRs provide a vital link between the first actions of bystanders (people who were on the scene of the emergency) and more advanced care (EMTs and Paramedics).
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response	8 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
HIPAA, Protected Health Information (PHI), confidentiality, security, privacy, personal protective equipment (PPE), anatomy, physiology, prefix, suffix, word root, combining form, bloodborne pathogen, chain of infection, stress, burnout, compassion fatigue	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Anatomy and Physiology; Health	Students may mistakenly believe that an EMR's role is similar to that of a Paramedic and other advanced medical professionals. Students may mistakenly believe that an EMR can

	administer medication or have the authority to perform certain practices outside the scope of an EMR's role.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension ● Activate or supply background knowledge	● Anchor instruction by linking to and activating relevant prior knowledge. ● Bridge concepts with relevant analogies and metaphors. ● Give explicit prompts for each step in a sequential process. ● Introduce graduated scaffolds that support information processing strategies. ● "Chunk" information into smaller elements. ● Progressively release information (e.g., sequential highlighting). ● Remove unnecessary distractions unless they are essential to the instructional goals.

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can define and discuss the ethical and legal duties of an EMR including the scope of practice and standard of care, and the Good Samaritan Law.** ● Level 1: With prompting and supports, an EL can ○ Identify basic terms related to the ethical and legal duties of an EMR. ○ Recognize the concept of the Good Samaritan Law. ○ Answer simple questions about the scope of practice and standard of care. ● Level 2: With prompting and supports, an EL can ○ Define key terms related to the ethical and legal duties of an EMR. ○ Describe the scope of practice and standard of care for an EMR. ○ Explain the basic principles of the Good Samaritan Law. ● Level 3: With guidance and supports, an EL can ○ Discuss the ethical and legal duties of an EMR, including the scope of practice and standard of care, using examples. ○ Explain how the Good Samaritan Law applies to emergency medical responders. ○ Analyze scenarios to determine appropriate actions based on legal and ethical considerations. ● Level 4: An EL can ○ Evaluate the ethical and legal responsibilities of an EMR in various situations. ○ Critically discuss the scope of practice and standard of care for EMRs, considering different perspectives. ○ Apply knowledge of the Good Samaritan Law to real-life scenarios, considering its implications. ● Level 5: An EL can ○ Synthesize information about the ethical and legal duties of an EMR, integrating multiple sources and perspectives. ○ Debate complex issues related to the scope of practice and standard of care for EMRs, considering legal, ethical, and professional implications. ○ Critically evaluate the effectiveness and limitations of the Good Samaritan Law in different contexts.	

Lesson Sequence	**Learning Target**	**Success Criteria/Assessment/Resources**

1	I can document the history and origins of the Emergency Medical Services (EMS) system.	• I can define the Emergency Medical Services system. • I can state key milestones and development in the history of the EMS system in a chronological order. • I can explain the significance of the Emergency Medical Services Act in establishing standardized Emergency Medical Services (EMS) systems nationwide.
2	I can list the roles and responsibilities of an Emergency Medical Responder.	• I can state the job description and role of an Emergency Medical Responder (EMR). • I can discuss the importance of working as an EMR with other members of the emergency medical response system. • I can describe the personal characteristics and professional behavior expected of an EMR. • I can state the main activities (roles and responsibilities) that differentiates an EMT from an EMR.
3	I can list the measures to help patients and family deal with trauma, illness, death, and dying.	• I can identify and describe common emotional reactions an EMR may experience when faced with death and dying. • I can identify the impact (stress, burnout, compassion fatigue) on an EMR of traumatic situations such as death, dying. • Describe reactions a person might have when confronted with the dying process or actual process of another individual. • Given a case study, I can demonstrate empathy and compassion and other measures when assisting patients and family cope with trauma, illness, death, and dying. • Case Study: • Measures to Help A Family Deal With Trauma
4	I can define and discuss the ethical and legal duties of an EMR including the scope of practice and standard of care, and the Good Samaritan Law.	• I can define the scope of practice and apply the concept to a given scenario. • I can apply the concept of standard of care to a given emergency medical response scenario. • I can discuss the legal and ethical implications of adhering or deviating from the standard of care applicable to an EMR. • I can explain the Good Samaritan Law. • Case Study: • Measures to Help A Family Deal With Trauma
5	I can discuss the implications of and steps to follow if a person refuses to give implied or express consent for emergency care.	• I can describe the various forms of consent. • I can explain the difference between expressed consent and implied consent. • I can discuss the importance of obtaining a patient's consent for treatment. • I can discuss the implications of and steps to follow if a patient refuses care. • Case Scenario Role Play

6	I can write a critical analysis of negligence in a given case scenario, identifying duty of care, dereliction (breach of duty of care), direct cause (injured due to dereliction), and damage (harm or injury sustained).	• I can define tort Law. • I can provide examples of intentional (abandonment, assault, battery) and unintentional torts (negligence). • I can identify and evaluate the 4 elements of negligence in an emergency medical scenario.
7	I can state the implications of a Do Not Resuscitate Order on emergency medical care.	• I can provide examples of Advance Directives. • I can differentiate between a POLST and an Advance Directive • I can state the implications of POLST and Advance Directives on emergency medical care.
8	I can explain the importance and legality of maintaining patients' confidentiality, security, and privacy.	• I can define and explain HIPAA as it applies to the Emergency Medical Responder. • I can compare and contrast Privacy, Confidentiality, and Security. • I can provide examples of protected health information (PHI), and how it relates to the Minimum Necessary Rule.

Unit 2: Preparatory - Human Body & Med Terms

Required ARC Lessons
- Lesson 5: Human Body and Medical Terminology

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• How do the major body cavities contribute to the organization and protection of internal organs within the human body? • What are the structural and functional characteristics of the Musculoskeletal, Respiratory, Circulatory, Nervous, Integumentary, Endocrine, Digestive, and Genitourinary Systems, and how do they interact to maintain homeostasis? • How does understanding medical terminology enhance communication and facilitate effective emergency medical care?	• Understanding the organization of major body cavities helps in comprehending the spatial relationships among organs and their protective mechanisms. • Knowledge of the fundamental anatomy and physiology of various body systems allows for a deeper understanding of how they function individually and collectively to sustain life. • Mastery of medical terminology enhances communication among healthcare professionals and facilitates efficient and accurate emergency medical care.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	9 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Anatomical Position: Anatomical position, Anterior, Deep, Distal, Inferior, Lateral, Medial, Organs, Posterior, Proximal, Relative position, Superior, Superficial.	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Fixed Orientation: Students may mistakenly believe that anatomical position is a fixed orientation that applies universally to all individuals, regardless of variations in body size, shape, or posture. • Exact Symmetry: Some students may assume that the body is perfectly symmetrical in anatomical position, leading to confusion when encountering anatomical structures that deviate from this symmetry. • External References: Students might mistakenly

	associate anatomical position with external references, such as facing forward with arms at the sides, rather than the internal orientation of the body's structures relative to each other. ● Confusion with Common Terms: There may be confusion between anatomical position and everyday terms like "up," "down," "front," and "back," leading to misconceptions about the orientation of specific anatomical structures. ● Misunderstanding of Terms: Students might misinterpret anatomical terms such as "superior" and "inferior," "anterior" and "posterior," or "proximal" and "distal," leading to incorrect assumptions about the positioning of body parts.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension ● Highlight patterns, critical features, big ideas, and relationships	● Build contexts to prior knowledge (Med Term and Anatomy and Physiology). ● Accentuate important information and how it relates to the learning goal. ● Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can identify the major body cavities and accurately describe the anatomical position of each organ relative to other organs in each cavity.** ● Level 1: With prompting and supports, an EL can ○ Listen actively to others and participate in short conversations or written exchanges using basic academic vocabulary. ○ Present basic information about the major body cavities. ○ Respond to simple questions about the major body cavities. ● Level 2: With prompting and supports, an EL can ○ Engage actively in conversations and written exchanges, using emerging academic vocabulary. ○ Present information and ideas about the major body cavities. ○ Respond to questions with more detail. ○ Respond to simple questions and provide basic explanations. ● Level 3: With guidance and supports, an EL can ○ Participate in conversations, discussions, and written exchanges about familiar topics, including the major body cavities, using developing academic vocabulary. ○ Express their own ideas about the major body cavities. ○ Ask and answer relevant questions and add information and evidence to discussions. ● Level 4: An EL can ○ Engage in conversations, discussions, and written exchanges on a range of topics, including the major body cavities, using academic vocabulary. ○ Express their ideas clearly about the major body cavities. ○ Support their points with evidence and ask and answer questions to clarify understanding. ● Level 5: An EL can ○ Participate in extended conversations, discussions, and written exchanges on a variety of substantive topics,	

including the major body cavities, using advanced academic vocabulary.
- ○ Express their ideas persuasively about the major body cavities.
- ○ Refer to specific evidence to support their arguments and ask probing questions to deepen understanding.
- ○ Summarize key points and evidence from discussions.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	• I can identify the major body cavities and accurately describe the anatomical position of each organ relative to other organs in each cavity.	• I can accurately identify various anatomical terms commonly used when referring to the body. • I can describe various body positions. • Using appropriate medical terminology, I can apply anatomical terms in context when analyzing clinical scenarios. **Elsevier.org** • Online Virtual Lab • Worksheet
2	• I can identify and describe the fundamental anatomy and physiology of the Musculoskeletal System.	• I can list the key anatomical structures of the Musculoskeletal System. • I can state the physiological functions of each anatomical structure within the Musculoskeletal System. **Elsevier.org** • Online Virtual Lab • Worksheet
3	• I can identify and describe the fundamental anatomy and physiology of the Respiratory and Circulatory Systems.	• I can list the key anatomical structures of the Respiratory and Circulatory Systems. • I can state the physiological functions of each anatomical structure within the Respiratory and Circulatory Systems. **Elsevier.org** • Online Virtual Lab • Worksheet
4	• I can identify and describe the fundamental anatomy and physiology of the Nervous System.	• I can list the key anatomical structures of the Nervous System. • I can state the physiological functions of each anatomical structure within the Nervous System. **Elsevier.org** • Online Virtual Lab • Worksheet
5	• I can identify and describe the fundamental anatomy and physiology of the Integumentary System.	• I can list the key anatomical structures of the Integumentary System. • I can state the physiological functions of each anatomical structure within the Integumentary System. **Elsevier.org** • Online Virtual Lab • Worksheet
6	• I can identify and describe the fundamental anatomy and	• I can list the key anatomical structures of the Endocrine System.

	physiology of the Endocrine System.	• I can state the physiological functions of each anatomical structure within the Endocrine System. **Elsevier.org** • Online Virtual Lab • Worksheet
7	• I can identify and describe the fundamental anatomy and physiology of the Digestive System.	• I can list the key anatomical structures of the Digestive System. • I can state the physiological functions of each anatomical structure within the Digestive System. **Elsevier.org** • Online Virtual Lab • Worksheet
8	• I can identify and describe the fundamental anatomy and physiology of the Genitourinary System.	• I can list the key anatomical structures of the Genitourinary System. • I can state the physiological functions of each anatomical structure within the Genitourinary System. **Elsevier.org** • Online Virtual Lab • Worksheet
9	• I can understand the basics of medical terminology and their application to emergency medical care.	• I can identify the prefix, word root, and prefix in given medical terminologies. • I can state the difference between word roots and combining forms. • I can apply medical terminologies in context of emergency medical care scenarios. **Elsevier.org** • Online Virtual Lab • Worksheet

Unit 3: Assessment - Scene Size Up

ARC Required Lessons
- Lesson 8: Scene Size-Up

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	Enduring Understanding(s):

• How do emergency responders effectively assess and mitigate potential hazards at the scene of a trauma or medical emergency?
• What are the key considerations and procedures for ensuring proper personal protective equipment (PPE) usage and scene management?
• How do emergency responders adapt their approach to various emergency scenarios and effectively communicate and coordinate resources?
	• Emergency Scene Assessment and Management:
	  ○ Responders need to be able to effectively assess and manage scenes of trauma or medical emergencies, including identifying hazards, ensuring scene safety, and implementing appropriate traffic control measures.
	  ○ Proper scene size-up and risk assessment are essential for determining the necessary actions and resources required to address emergencies safely and efficiently.
	• Importance of Personal Protective Equipment (PPE):
	  ○ Understanding the purpose, proper usage, and importance of correctly fitting PPE is crucial for responder safety and the prevention of cross-contamination or exposure to hazards.
	  ○ Demonstrating proficiency in donning and doffing PPE ensures responders can protect themselves and others while providing care in hazardous environments.
	• Adaptability and Resource Management:
	  ○ Emergency responders must be adaptable and capable of assessing and managing various emergency scenarios, including different types of injuries, illnesses, and hazardous situations.
	  ○ Effective communication, coordination, and resource management are vital for ensuring an appropriate and timely response to emergencies, including the allocation of additional resources when necessary.
	• Continuous Learning and Preparedness:
	  ○ Emergency responders should continuously update their knowledge and skills to adapt to evolving situations and best practices in emergency management.
	  ○ Understanding the principles of emergency response, including hazard identification, scene management, and PPE usage, prepares responders to effectively handle a wide range of emergencies and protect themselves and others.

Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks

Family Overview (link below)	**Integration of Technology:**
American Red Cross EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Common hazards, Donning, Doffing, Fit, Healthcare, Hazard, Mechanism of injury (MOI), Medical emergency, Nature of illness, Personal safety, PPE (Personal Protective Equipment), Rationale, Scene safety, Scene size-up, Sizing, Traffic control, Trauma, Vehicle stabilization	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Assuming that all hazards at the scene of a trauma or medical emergency are immediately visible.
	  ○ Clarification: Students might overlook less obvious hazards like electrical wires, hazardous materials, or unstable structures.
	• Misconception: Believing that scene size-up only involves identifying visible elements.
	  ○ Clarification: Scene size-up includes assessing environmental factors, bystander safety, and potential hazards beyond what is immediately visible.
	• Misconception: Thinking that a scene is safe to enter based solely on initial observation.
	  ○ Clarification: Students might underestimate the importance of ongoing assessment and reassessment of scene safety factors.
	• Misconception: Assuming that traffic control at an emergency scene is solely the responsibility of law enforcement.
	  ○ Clarification: Students should understand that emergency responders also play a role in scene traffic control to ensure their safety and the safety of others.
	• Misconception: Believing that personal safety principles at an emergency scene are only relevant to responders.
	  ○ Clarification: Students should understand that personal safety principles apply to everyone present at the scene, including bystanders and patients.
	• Misconception: Thinking that donning and doffing of PPEs is a straightforward process without specific steps.
	  ○ Clarification: Students might overlook proper procedures for donning and doffing, which could lead to contamination or exposure.
	• Misconception: Assuming that one size fits all when it

	comes to personal protective equipment (PPE). ● Clarification: Proper fit and sizing are crucial for effective protection, and students should understand the importance of selecting the right size for each individual. ● Misconception: Believing that vehicle stabilization is only necessary for obvious accidents like rollovers. ○ Clarification: Students should recognize that even seemingly stable vehicles can pose hazards and require stabilization to ensure safety during rescue operations. ● Misconception: Thinking that mechanisms of injury (MOIs) are always apparent or straightforward. ○ Clarification: Students should understand that MOIs can vary and may not always be immediately obvious, requiring careful assessment. ● Misconception: Assuming that additional resources at the scene of an accident are only needed in extreme circumstances. ○ Clarification: Students should understand that assessing the need for additional resources is a dynamic process that depends on the specific situation and evolving needs. ● Misconception: Believing that hazardous materials (HAZMATs) are only present in certain environments. ○ Clarification: Students should recognize that hazardous materials can be present in various settings, including seemingly routine emergencies, and understanding how to identify and respond to them is essential.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension ● Activate or supply background knowledge	● Build contexts to prior knowledge (Med Term and Anatomy and Physiology). ● Accentuate important information and how it relates to the learning goal. ● Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can describe the principles of personal safety at an emergency scene.** ● Level 1: With prompting and support, the learner can listen to information about personal safety at an emergency scene and provide basic descriptions using simple vocabulary. ○ Listen to descriptions of safety principles. ○ Provide basic information about safety principles. ○ Respond to simple questions about safety at emergency scenes. ● Level 2: With prompting and support, the learner can engage in short conversations about personal safety at	

emergency scenes, using emerging vocabulary and simple descriptions.
  - Engage in short conversations about safety principles.
  - Present basic information and ideas about safety at emergency scenes.
  - Respond to simple questions about safety principles.
- Level 3: With guidance and support, the learner can participate in discussions and written exchanges about personal safety at emergency scenes, using developing vocabulary and expressing their own ideas with assistance.
  - Participate in discussions about safety principles.
  - Express personal ideas about safety at emergency scenes.
  - Add relevant information and evidence to discussions.
  - Restate key ideas about safety principles.
- Level 4: The learner can engage in conversations, discussions, and written exchanges on personal safety at emergency scenes, using an increasing range of vocabulary and expressing ideas clearly with evidence.
  - Engage in discussions on safety principles at emergency scenes.
  - Express ideas clearly about safety at emergency scenes.
  - Support points with evidence and relevant information.
  - Clarify ideas and conclusions about safety principles.
- Level 5: The learner can participate in extended conversations, discussions, and written exchanges on personal safety at emergency scenes, using a wide range of vocabulary and expressing ideas clearly and persuasively with references to specific evidence.
  - Participate in extended discussions about safety principles at emergency scenes.
  - Express ideas clearly and persuasively about safety at emergency scenes.
  - Refer to specific evidence to support ideas about safety principles.
  - Ask and answer probing questions about safety at emergency scenes.
  - Summarize key points and evidence discussed about safety principles.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can describe common hazards found at the scene of a trauma or medical emergency.	• I can identify the elements of a scene size-up. • I can explain the rationale for sizing up a scene. • I can determine when a scene is safe to enter. • I can discuss scene traffic control and related safety issues. • I can describe the principles of personal safety at an emergency scene. **Elsevier.org** • Online Virtual Lab • Worksheet
2	I can demonstrate proper donning and doffing of PPEs.	• I can identify various types of standard personal protective equipment commonly used in healthcare. • I can explain the importance of proper fit and sizing for each PPE. • I can state the purpose and intended use of each type of PPE. • I can demonstrate proper donning and doffing of PPEs.
3	I can explain the safety fundamentals of vehicle stabilization and recognize an unstable vehicle.	• I can describe common mechanisms of injury (MOIs) and natures of illness. • I list the different types of additional resources that may be necessary at a scene of an accident, and know when to request additional resources. • I can describe other dangerous situations and hazardous materials (HAZMATs).

Unit 4: Assessment - Primary Assessment

ARC Required Lessons:
- Lesson 9: Primary Assessment

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• Why is a primary assessment crucial in emergency medical care, and what are its key components? • How do healthcare providers assess circulatory status, breathing, and level of consciousness in patients of different age groups? • What are the priorities and steps involved in recognizing and managing shock, external bleeding, and other life-threatening conditions during a primary assessment?	• Effective emergency medical care requires a thorough understanding of the primary assessment process, including its purpose and key components. • Healthcare providers must be able to accurately assess and interpret vital signs such as breathing rate, pulse rate, and level of consciousness to determine a patient's condition. • Recognizing and managing shock, external bleeding, and other life-threatening conditions are essential skills in providing timely and appropriate emergency care. • Establishing priorities for care based on the severity of injuries or conditions is critical for optimizing patient outcomes during emergency situations. • Mastery of primary assessment techniques enables healthcare providers to act swiftly and confidently in assessing and addressing emergent medical needs.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
primary assessment, circulatory status, breathing rate, pulse rate, skin appearance, Glasgow Coma Scale, level of consciousness (LOC), adult, child, infant, external bleeding, shock, vital signs, severe bleeding, priorities for care, recognition, and management.	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Assuming that all patients exhibit the same symptoms or signs during a primary assessment. ○ Clarification: Students need to understand that

	individual patients may present with different symptoms or signs based on their medical history, age, and specific condition. ● Misconception: Believing that all patients can be assessed using the same techniques and parameters. ○ Clarification: Students should recognize that the assessment techniques may vary depending on the patient's age (adult, child, infant) and condition, and they need to adapt their approach accordingly. ● Misconception: Assuming that external bleeding is always visible or easily identifiable. ○ Clarification: Students should understand that external bleeding may not always be apparent, especially in cases of internal bleeding, and they need to be vigilant in assessing for signs of bleeding, such as blood pooling or soaked clothing. ● Misconception: Thinking that all patients with altered levels of consciousness will exhibit the same behaviors or responses. ○ Clarification: Students should be aware that patients may demonstrate varying levels of consciousness, from fully alert to unconscious, and they need to assess and interpret these levels accurately using standardized tools like the Glasgow Coma Scale. ● Misconception: Believing that shock is always characterized by visible symptoms. ○ Clarification: Students should understand that shock may not always present with obvious signs and symptoms and that they need to consider both visible and internal indicators when assessing for shock.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension ● Highlight patterns, critical features, big ideas, and relationships	● Build contexts to prior knowledge (Med Term and Anatomy and Physiology). ● Accentuate important information and how it relates to the learning goal. ● Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can identify and describe the fundamentals of anatomy and physiology of the major body systems.** ● Level 1: With prompting and support, the learner can listen to information about the fundamentals of anatomy and physiology of major body systems, identifying basic vocabulary and providing simple descriptions.	

    - Listen to descriptions of anatomy and physiology.
    - Identify basic terms related to anatomy and physiology.
    - Provide simple descriptions of major body systems.
- Level 2: With prompting and support, the learner can engage in short conversations about the fundamentals of anatomy and physiology of major body systems, using emerging vocabulary and basic descriptions.
    - Engage in short conversations about anatomy and physiology.
    - Use emerging vocabulary to discuss major body systems.
    - Provide basic descriptions of the fundamentals of anatomy and physiology.
- Level 3: With guidance and support, the learner can participate in discussions and written exchanges about the fundamentals of anatomy and physiology of major body systems, using developing vocabulary and expressing their own ideas with assistance.
    - Participate in discussions about anatomy and physiology.
    - Use developing vocabulary to describe major body systems.
    - Express personal ideas about the fundamentals of anatomy and physiology with support.
- Level 4: The learner can engage in conversations, discussions, and written exchanges on the fundamentals of anatomy and physiology of major body systems, using an increasing range of vocabulary and expressing ideas clearly with evidence.
    - Engage in discussions about anatomy and physiology of major body systems.
    - Use an increasing range of vocabulary to describe major body systems.
    - Express ideas clearly with evidence about the fundamentals of anatomy and physiology.
- Level 5: The learner can participate in extended conversations, discussions, and written exchanges on the fundamentals of anatomy and physiology of major body systems, using a wide range of vocabulary and expressing ideas clearly and persuasively with references to specific evidence.
    - Participate in extended discussions about anatomy and physiology of major body systems.
    - Use a wide range of vocabulary to describe major body systems.
    - Express ideas clearly and persuasively with references to specific evidence about the fundamentals of anatomy and physiology.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can perform a primary assessment.	• I can explain the purpose of the primary assessment. • I can describe the methods used to assess circulatory status. • I can describe how to assess breathing rate and quality, pulse rate and quality, and skin appearance. • I can explain the differences in obtaining a pulse in an adult, child, and infant.
2	I can demonstrate how to assess a patient's level of consciousness (LOC) using the Glasgow Coma Scale.	• I can describe the methods used for assessing a patient's LOC. • I can explain the differences in assessing the LOC of an adult, a child, and an infant. • I can describe methods of assessing whether a patient is breathing. • I can distinguish a patient with adequate breathing from a patient with inadequate breathing. • I can accurately assess and interpret the Glasgow Coma Scale score to evaluate the level of consciousness in patients.
3	I can explain the need to assess a patient for external bleeding for the recognition and management of shock.	• I can describe how to assess a patient for severe bleeding. • I can describe how to establish priorities for care. • I can describe the process of recognition and management of shock.

Unit 5: Assessment - History Taking & Secondary Assessment

ARC Required Lesson
- Lesson 10: History Taking & Secondary Assessment

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• Why is obtaining a thorough patient history crucial in emergency medical care, and how does it contribute to patient assessment and treatment? • What are the primary components of a patient's history, and how do they aid in identifying potential medical issues and determining appropriate interventions? • How do secondary assessments complement primary assessments in emergency medical care, and what specific techniques are employed to conduct a comprehensive secondary assessment?	• Understanding the significance of obtaining a comprehensive patient history enables effective assessment and treatment planning in emergency medical care. • Recognizing the primary components of a patient's history facilitates the identification of underlying medical conditions and informs appropriate interventions for patient care. • Appreciating the role of secondary assessments in complementing primary assessments enhances the accuracy of patient evaluation and contributes to better-informed medical decisions. • Familiarity with the types of vital signs and their importance in patient assessment enables healthcare providers to monitor patients' physiological status and identify potential complications. • Understanding the components of an ongoing assessment equips healthcare providers with the skills to conduct thorough physical examinations, identify areas of concern, and monitor changes in the patient's condition effectively.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Assessment, Complications, Evaluation, Intervention, Medical condition, Medical decisions, Monitoring, Ongoing assessment, Patient history, Physical exam, Physiological status, SAMPLE history, Secondary assessment, Vital signs	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• **Assessment as Diagnosis:** Students might confuse assessment with diagnosis, thinking that assessing a patient's condition involves making definitive medical conclusions.
	  ○ Clarification: Emphasize that assessment involves gathering information to understand the patient's condition, not making diagnoses.
	• **Limited Scope of Assessment:** Students might perceive assessment as solely focused on physical examination, overlooking the importance of history-taking and ongoing evaluation.
	  ○ Clarification: Highlight that assessment encompasses a comprehensive approach, including history, physical examination, and ongoing monitoring.
	• **Assessment Timing:** Students might misunderstand the timing of assessment, assuming it's a one-time process rather than ongoing.
	  ○ Clarification: Stress the dynamic nature of assessment, occurring initially, continuously, and as conditions change.
	• **Vital Signs as Sole Indicator:** Students might over-rely on vital signs as the sole indicator of a patient's condition, neglecting other important assessment components.
	  ○ Clarification: Explain that while vital signs are crucial, they must be interpreted alongside other assessment findings for a comprehensive understanding.
	• **Assessment without Intervention:** Students might view assessment as a passive process, failing to recognize its role in guiding interventions.
	  ○ Clarification: Illustrate how assessment informs interventions by identifying problems, monitoring responses, and adjusting care accordingly.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can explain the components of a physical exam as part of an ongoing assessment.** • Level 1 ○ Identify basic components of a physical exam with support.	

- Participate in short exchanges about the topic.
- Respond to simple questions about the components of a physical exam.

- Level 2
  - Describe some components of a physical exam with support.
  - Engage in short conversations or written exchanges on the topic.
  - Respond to simple questions about the components of a physical exam using emerging vocabulary.
- Level 3
  - Explain the main components of a physical exam as part of an ongoing assessment.
  - Participate in discussions or written exchanges about the topic.
  - Express own ideas with guidance and support.
  - Ask and answer relevant questions about the components of a physical exam.
- Level 4
  - Discuss and describe the components of a physical exam in detail.
  - Use a range of vocabulary and language structures appropriate to the topic.
  - Engage in conversations or written exchanges about the topic.
  - Ask and answer questions to clarify understanding.
- Level 5
  - Articulate the components of a physical exam comprehensively and persuasively.
  - Use advanced vocabulary and language structures.
  - Participate in extended discussions or written exchanges about the topic.
  - Engage in probing questions and discussions about the components of a physical exam.

Lesson Sequence	**Learning Target**	**Success Criteria/Assessment/Resources**
1	I can demonstrate how to obtain a SAMPLE history.	• I can explain the purpose of the patient's history. • I can explain the components of the SAMPLE history.
2	I can demonstrate how to perform a secondary assessment.	• I can explain the purpose of a secondary assessment. • I can list the types of vital signs and explain the importance of properly assessing each of the patient's vital signs.
3	I can explain the components of an ongoing assessment.	• I can state the areas of the body that are evaluated during the physical exam. • I can identify questions that may be asked during the physical exam as part of an ongoing assessment. • I can explain the components of a physical exam as part of an ongoing assessment.

Unit 6: Airway: Airway & Ventilation

ARC Required Lessons:
- Lesson 14: Airway Ventilation
- Lesson 15: Airway Management

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What are the main anatomical structures of the respiratory system, and how do they contribute to its overall function? • How does the respiratory system facilitate ventilation, gas exchange, and regulation of blood pH, and why are these functions essential for maintaining life? • What are the fundamental airway management and ventilation skills, and why do they take precedence in emergency care scenarios?	• An understanding of the structure and function of the respiratory system is essential for comprehending its role in sustaining life. • Proficiency in basic airway management and ventilation skills is crucial for providing effective emergency care and support. • Recognition of common respiratory emergencies and knowledge of appropriate interventions are essential for prompt and effective treatment. • Appreciation for the interconnectedness of the respiratory system with other bodily systems, highlighting its importance in maintaining overall health and homeostasis.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alveoli, Airway adjuncts, Airway management, Airway obstruction, Bag valve mask resuscitator, Blood pH, Bronchi, Bronchioles, Carbon dioxide, Gas exchange, Larynx, Mechanism of injury, Nasal cavity, Oral airway, Oxygen, Pharynx, Regulation of blood pH, Respiration, Resuscitation mask, Signs of inadequate breathing, Suctioning, Trachea, Ventilation.	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Believing that all breathing difficulties are solely due to a lack of oxygen. ○ Clarification: While oxygen deficiency can cause breathing problems, respiratory distress can also be caused by various factors, including carbon

	dioxide buildup or disruptions in blood pH. Understanding these nuances helps in accurate assessment and intervention. ● Misconception: Assuming that all airway obstructions are caused by solid objects. ○ Clarification: Airway obstructions can result from a range of materials, including liquids, such as vomit or saliva, and soft tissues, like swollen tongue or relaxed throat muscles. Recognizing different types of obstructions and appropriate interventions is crucial for effective airway management. ● Misconception: Equating airway adjuncts with unnecessary tools in airway management. ○ Clarification: Airway adjuncts, such as oropharyngeal or nasopharyngeal airways, serve essential roles in maintaining open airways, particularly in unconscious patients or those with compromised airway reflexes. Understanding their purpose and correct application enhances patient care and outcomes. ● Misconception: Assuming that bag valve mask resuscitators are simple to operate without proper training. ○ Clarification: While bag valve mask resuscitators are valuable tools in providing artificial ventilation, their effective use requires proper training to avoid complications such as overinflation or insufficient ventilation. Adequate education and practice ensure safe and efficient utilization. ● Misconception: Believing that suctioning is only necessary for visible airway obstructions. ○ Clarification: Suctioning is essential not only for removing visible obstructions but also for clearing secretions and fluids that may obstruct the airway or compromise breathing. Recognizing the broader scope of suctioning helps ensure comprehensive airway management.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension ● Highlight patterns, critical features, big ideas, and relationships	● Build contexts to prior knowledge (Med Term and Anatomy and Physiology). ● Accentuate important information and how it relates to the learning goal. ● Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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.	

I can explain the primary functions of the respiratory system including ventilation (breathing), gas exchange (oxygen and carbon dioxide), and regulation of blood pH.

- Level 1: With guidance and support an EL can:
  - Identify basic functions of the respiratory system with support.
  - Participate in short conversations or written exchanges about breathing, gas exchange, and blood pH.
  - Respond to simple questions about the primary functions of the respiratory system.
- Level 2 With guidance and support, and EL can
  - Describe the main functions of the respiratory system with support.
  - Engage in short conversations or written exchanges about ventilation, gas exchange, and blood pH regulation.
  - Respond to simple questions about the primary functions of the respiratory system using emerging vocabulary.
- Level 3: With limited support, and EL can
  - Explain the primary functions of the respiratory system, including ventilation, gas exchange, and blood pH regulation.
  - Participate in discussions or written exchanges about the topic.
  - Express own ideas with guidance and supports.
  - Ask and answer relevant questions about the primary functions of the respiratory system.
- Level 4: An EL can
  - Discuss and describe the primary functions of the respiratory system in detail.
  - Use a range of vocabulary and language structures appropriate to the topic.
  - Engage in conversations or written exchanges about the topic.
  - Express own ideas clearly.
  - Ask and answer questions to clarify understanding.
- Level 5: An EL can
  - Articulate the primary functions of the respiratory system comprehensively and persuasively.
  - Use advanced vocabulary and language structures.
  - Participate in extended discussions or written exchanges about the topic..
  - Engage in probing questions and discussions about the primary functions of the respiratory system.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can describe the structure and function of the respiratory system.	• I can accurately describe the main anatomical structures of the respiratory system, including nasal cavity, pharynx, larynx, trachea, bronchi, bronchioles, and alveoli. • I can explain the primary functions of the respiratory system including ventilation (breathing), gas exchange (oxygen and carbon dioxide), and regulation of blood pH.
2	I can demonstrate how to give ventilations using a resuscitation mask and bag valve mask resuscitator.	• I can list the signs of inadequate breathing. • I can explain why basic airway management and ventilation skills take priority over many other basic life support skills. • Relate the maneuver used to open the airway to the mechanism of injury.
3	I can demonstrate how to insert an oral airway and techniques of suctioning.	• I can list some common causes of airway obstruction and describe appropriate care. • I can state the purposes and use of airway adjuncts. • I can describe the types of suctioning devices and their use.

Unit 7: Circulation: Circulatory System & Cardiac Emergencies

ARC Required Lessons:
- Lesson 19: The Circulatory System and Cardiac Emergencies
- Lesson 20: CPR and External Defibrillation

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What are the key differences between a heart attack and cardiac arrest, and how do these conditions affect patient care? • How do the anatomical structures of the cardiovascular system contribute to heart function and response during emergencies? • What are the essential components and techniques of CPR, and how do they vary for different patient populations?	• **Understanding Cardiovascular Emergencies:** Students will grasp the critical differences between heart attack and cardiac arrest, recognizing their distinct symptoms, causes, and appropriate responses to ensure effective patient care. • **Appreciation of Cardiovascular Anatomy and Function:** Students will develop a deep understanding of the anatomical structures of the cardiovascular system, including the atria, ventricles, and major blood vessels, and how these structures contribute to heart function during emergencies. • **Proficiency in CPR Techniques:** Students will master the essential components and techniques of CPR, including compressions, airway management, and AED usage, for various patient populations (adults, children, and infants), enabling them to effectively respond to cardiovascular emergencies and potentially save lives.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
AED (Automated External Defibrillator), Airway, Airway adjuncts, Airway obstruction, Anatomical structures: Aortic artery, Atria, Pulmonary artery, Pulmonary veins, Ventricles, Cardiac arrest, Compressions, CPR (Cardiopulmonary Resuscitation), Heart attack, One-responder CPR, Oral airway, Suctioning, Two-responder CPR.	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Believing that a heart attack and cardiac arrest are the same thing.
	  ○ Clarification: A heart attack occurs when blood flow to a part of the heart is blocked, usually by a blood clot. Cardiac arrest is when the heart suddenly stops beating, often due to an electrical malfunction.
	• Misconception: Thinking that CPR alone can restart a stopped heart.
	  ○ Clarification: While CPR can provide artificial circulation to oxygenate the body's organs, it typically cannot restart the heart. The purpose of CPR is to maintain blood flow until advanced medical help arrives with tools like an AED (Automated External Defibrillator).
	• Misconception: Assuming that breaths are the most important part of CPR.
	  ○ Clarification: Compressions are the most crucial aspect of CPR as they help circulate oxygenated blood throughout the body. The breaths are important but not as critical as maintaining circulation through compressions.
	• Misconception: Believing that airway adjuncts always improve breathing.
	  ○ Clarification: While airway adjuncts like oral airways can help keep the airway open, they may not always be necessary or appropriate in every situation. Their use should be based on careful assessment and consideration of the patient's condition.
	• Misconception: Assuming that CPR techniques are the same for adults, children, and infants.
	  ○ Clarification: While the basic principles of CPR are similar across age groups, there are important differences in technique and approach, particularly regarding compression depth, breath volume, and use of AEDs, which must be adapted based on the patient's age and size.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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.	

I can describe the skill components of CPR.

- Level 1: With prompting and support, the EL can orally identify basic CPR components, such as chest compressions and rescue breaths, using simple language. They can respond to yes/no questions about CPR.
- Level 2: With prompting and support, the EL can describe some CPR skill components, like chest compressions and rescue breaths, using basic vocabulary. They can participate in short conversations about CPR and respond to simple questions.
- Level 3: With guidance and support, the EL can explain key CPR skill components, including chest compressions, rescue breaths, and AED use, using appropriate vocabulary. They can participate in discussions about CPR, express their own ideas, and ask relevant questions with support.
- Level 4: An EL can independently describe CPR skill components, such as chest compressions, rescue breaths, and AED use, using clear language. They can actively participate in conversations, discussions, and written exchanges about CPR, supporting their points with evidence and summarizing key ideas.
- Level 5: An EL can articulate CPR skill components comprehensively and persuasively, engaging in extended conversations, discussions, and written exchanges about CPR with fluency and precision. They can express their own ideas clearly, refer to specific evidence, ask probing questions, and summarize key points and evidence discussed.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can recognize and care for patients experiencing a heart attack or cardiac arrest.	• I can accurately describe the main anatomical structures of the cardiovascular system, including atria, ventricles, pulmonary artery, aortic artery, and pulmonary veins. • I can compare and contrast heart attack and cardiac arrest. • I can list the reasons for the heart to stop beating.
2	I can demonstrate one-responder and two-responder CPR for an adult, child, and infant using compressions, airway, and AED.	• I can describe the skill components of CPR. • I can demonstrate the compression skills of a one-responder for an adult, child, and infant. • I can demonstrate the skills of a one-responder when providing breaths for an adult, child, and infant. • I can demonstrate the skills necessary when using an AED during a one-responder for an adult, child, and infant.
3	I can demonstrate two-responder CPR for an adult, child, and infant using compressions, airway, and AED.	• I can demonstrate the compression skills of a two-responder for an adult, child, and infant. • I can demonstrate the skills of a two-responder when providing breaths for an adult, child, and infant. • I can demonstrate the skills necessary when using an AED during a two-responder for an adult, child, and infant.
4	I can demonstrate how to insert an oral airway and techniques of suctioning.	• I can list some common causes of airway obstruction and describe appropriate care. • I can state the purposes and use of airway adjuncts. • I can describe the types of suctioning devices and their use.

Unit 8: Medical Emergencies, Poisoning, & Substance Abuse & Misuse

ARC Required Lessons:
- Lesson 23: Medical Emergencies
- Lesson 24: Poisoning
- Lesson 25: Substance Abuse and Misuse

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What are the common signs and symptoms of medical emergencies such as altered mental state, seizures, diabetic emergencies, stroke, and poisoning? • How do the causes and risk factors differ among various types of medical emergencies, including stroke, seizures, diabetic emergencies, and poisoning? • What are the appropriate care guidelines and interventions for managing different types of medical emergencies, including altered mental state, seizures, diabetic emergencies, stroke, and suspected substance overdoses?	• Medical emergencies can manifest in various ways, including altered mental state, seizures, diabetic emergencies, stroke, and poisoning, each requiring specific care and interventions. • Recognizing the signs and symptoms of different medical emergencies is essential for timely and appropriate intervention to improve patient outcomes. • Proper knowledge and training enable individuals to administer appropriate care and interventions for various medical emergencies, including the accurate administration of medications such as nasal naloxone in suspected drug overdoses. • Understanding the causes, risk factors, and effects of substance abuse and misuse is crucial for identifying and managing suspected substance overdoses effectively. • Effective management of medical emergencies involves not only immediate care but also understanding general care guidelines and specific interventions tailored to each type of emergency.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
altered mental state, diabetic emergencies, effects, general care guidelines, interventions, misuse, nasal naloxone, overdose, poisoning, risk factors, seizures, signs and symptoms, stroke, substance abuse, timely intervention	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Assuming all altered mental states are due to drug intoxication.
	  ○ Clarification: Altered mental states can result from various causes, including medical conditions, trauma, metabolic disturbances, and drug use. It's essential to assess the patient thoroughly to determine the underlying cause accurately.
	• Misconception: Believing that all seizures present with convulsions.
	  ○ Clarification: Seizures can manifest in various forms, including convulsions, absence seizures (staring spells), and focal seizures (affecting specific body parts or functions). Recognizing different seizure types is crucial for providing appropriate care.
	• Misconception: Assuming all diabetic emergencies are characterized by low blood sugar (hypoglycemia).
	  ○ Clarification: Diabetic emergencies encompass both hypoglycemia and hyperglycemia. While hypoglycemia involves low blood sugar levels, hyperglycemia results from high blood sugar levels. Each condition requires specific management approaches.
	• Misconception: Believing that all strokes result from blood clots.
	  ○ Clarification: Strokes can occur due to two primary mechanisms: ischemic (caused by blood clots obstructing blood flow to the brain) and hemorrhagic (resulting from bleeding in the brain). Understanding these distinctions is crucial for providing appropriate care and determining treatment options.
	• Misconception: Assuming all substance overdoses present with specific symptoms.
	  ○ Clarification: Overdoses from various substances can exhibit diverse symptoms depending on the substance, dosage, and individual factors. It's essential to recognize the signs of overdose for different substances and administer appropriate interventions promptly.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**

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.

I can describe the care for patients with altered mental state, seizures, diabetic emergencies, and stroke.

- Level 1: With prompting and support, the EL can identify basic care actions for patients with altered mental state, seizures, diabetic emergencies, and stroke, using simple language and responding to yes/no questions about each condition.
- Level 2: With prompting and support, the EL can describe some care actions for patients with altered mental state, seizures, diabetic emergencies, and stroke, using basic vocabulary. They can participate in short conversations about these conditions and respond to simple questions.
- Level 3: With guidance and support, the EL can explain key care actions for patients with altered mental state, seizures, diabetic emergencies, and stroke, using appropriate vocabulary. They can participate in discussions about these conditions, express their own ideas, and ask relevant questions with support.
- Level 4: The EL can independently describe care actions for patients with altered mental state, seizures, diabetic emergencies, and stroke, using clear language. They can actively participate in conversations, discussions, and written exchanges about these conditions, supporting their points with evidence and summarizing key ideas.
- Level 5: The EL can articulate comprehensive and persuasive descriptions of care actions for patients with altered mental state, seizures, diabetic emergencies, and stroke, engaging in extended conversations, discussions, and written exchanges about these conditions with fluency and precision. They can express their own ideas clearly, refer to specific evidence, ask probing questions, and summarize key points and evidence discussed.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can identify the different types of medical emergencies (altered mental state, seizures, diabetic emergencies, stroke), and care for each medical emergency.	• I can accurately describe different causes of stroke. • I can accurately describe the different types of seizures. • I can identify the signs and symptoms of altered mental state, seizures, diabetic emergencies, and stroke. • I can describe the care for patients with altered mental state, seizures, diabetic emergencies, and stroke.
2	I can describe the general care guidelines for a poisoning emergency.	• I can identify the signs and symptoms of poisoning. • I can list the four ways poisons enter the body. • I can describe specific care for different types of poisoning emergencies.
3	I can demonstrate the accurate administration of nasal naloxone in a suspected drug overdose.	• I can define substance abuse and misuse. • I can discuss the effects of substance abuse and misuse on the body. • I can identify signs and symptoms of suspected substance overdose. • I can demonstrate the accurate administration of nasal naloxone in a suspected drug overdose.

Unit 9: Medical Emergencies - Environmental Emergencies & Behavioral Emergencies

ARC Required Lessons:
- Lesson 26: Environmental Emergencies
- Lesson 27: Behavioral Emergencies

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What are the signs and symptoms of common medical emergencies, such as allergic reactions, bites, stings, and heat- or cold-related illnesses? • How can we effectively provide care for individuals experiencing medical emergencies, including administering epinephrine, managing allergic reactions, and addressing heat- or cold-related illnesses? • What strategies and protocols should be followed when dealing with behavioral emergencies, and how can empathy and effective communication play a role in providing care for individuals experiencing such emergencies?	• By understanding the signs and symptoms of common medical emergencies, students will be able to recognize and respond to these situations effectively, potentially saving lives. • Through learning how to provide appropriate care for various medical emergencies, including administering medication like epinephrine and managing allergic reactions, students will develop the skills needed to intervene safely and effectively in emergency situations. • By exploring strategies and protocols for dealing with behavioral emergencies and practicing empathetic communication, students will gain a deeper understanding of how to approach and care for individuals in distress, promoting a sense of safety and trust in emergency care settings.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Anaphylaxis, Anaphylactic shock, Autoinjector, Agitation, Bites and stings, Behavioral changes, Behavioral emergency, Cold-related illness, Confusion, Delirium, Diabetic emergencies, Epinephrine auto-injector, Frostbite, Frostnip, Heat-related illness, Heat cramps, Heat exhaustion, Heatstroke, Hypothermia, Signs and symptoms, Seizures, Stroke, Allergic response, Auto-injector, Depression, Disorientation, Panic, Psychosis, Risk factors.	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Misunderstanding the purpose of an epinephrine auto-injector.
	  ○ Clarification: An epinephrine auto-injector is used to treat severe allergic reactions, such as anaphylaxis, by quickly delivering a dose of epinephrine to counteract the allergic response. It is not a cure for allergies but is a life-saving measure to manage severe reactions until emergency medical help arrives.
	• Misconception: Assuming that all bites and stings have similar symptoms and require the same treatment.
	  ○ Clarification: Different bites and stings can result in various symptoms and require different care approaches. For example, bee stings may cause swelling and itching, while spider bites may result in localized pain and redness. Understanding the specific signs and symptoms of each type of bite or sting will help determine the appropriate care.
	• Misconception: Believing that all behavioral changes are indicative of a behavioral emergency.
	  ○ Clarification: While some behaviors may suggest a person is experiencing a behavioral emergency, such as extreme agitation or confusion, not all changes in behavior indicate an emergency. Understanding the context and recognizing certain risk factors can help distinguish between behaviors that require immediate intervention and those that do not.
	• Misconception: Thinking that heat-related and cold-related illnesses have similar symptoms and treatments.
	  ○ Clarification: Heat-related illnesses, like heat exhaustion or heat stroke, result from exposure to high temperatures, whereas cold-related illnesses, like hypothermia or frostbite, occur due to exposure to cold temperatures. Each has distinct symptoms and requires different care. Understanding these differences is crucial for providing appropriate assistance.
	• Misconception: Assuming that all allergic reactions to bites or stings lead to anaphylaxis.
	  ○ Clarification: Anaphylaxis is a severe allergic reaction that can occur in response to certain allergens, including insect venom. While allergic reactions to bites or stings can be serious, not all of them progress to anaphylaxis. Recognizing the signs and symptoms of anaphylaxis, such as difficulty breathing or swelling of the face, is essential for timely intervention.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension	• Build contexts to prior knowledge (Med Term and

• Highlight patterns, critical features, big ideas, and relationships	Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can describe how to approach and care for a person experiencing a behavioral change.** • Level 1: With prompting and support, the student can describe basic approaches to caring for a person experiencing a behavioral change. They can provide simple descriptions using familiar vocabulary. • Level 2: With prompting and support, the student can describe approaches to caring for a person experiencing a behavioral change. They can participate in short conversations and provide emerging descriptions using academic and domain-specific vocabulary. • Level 3: With guidance and support, the student can describe approaches to caring for a person experiencing a behavioral change. They can participate in discussions and provide developing descriptions using academic and domain-specific vocabulary. They can also ask and answer relevant questions with some detail. • Level 4: The student can describe approaches to caring for a person experiencing a behavioral change. They can participate in conversations and discussions, expressing their own ideas clearly and supporting them with specific evidence. They can summarize key points and evidence discussed and answer questions to clarify ideas. • Level 5: The student can describe in detail and with clarity the approaches to caring for a person experiencing a behavioral change. They can participate in extended discussions, express their own ideas persuasively, and refer to specific evidence to support their ideas. They can also ask and answer probing questions that explore reasoning and claims, summarizing key points and evidence discussed comprehensively.	

Lesson Sequence	**Learning Target**	**Success Criteria/Assessment/Resources**
1	• I can accurately demonstrate the use of an epinephrine auto injector.	• I can identify the signs and symptoms of the most common types of bites and stings. • I can describe how to provide general care for various bites and stings. • I can identify the signs and symptoms of anaphylaxis associated with allergic response from a bite or sting. • I can describe the care provided to patients experiencing anaphylactic shock.
2	• Given case scenarios I can adeptly demonstrate how to care for someone manifesting signs and symptoms of a heat- or cold-related illness.	• I can list the signs and symptoms of a heat- or cold-related illness. • I can describe how to care for a patient who has a heat- or cold-related illness. • I can display empathy, while adhering to established protocols when providing care for someone experiencing signs and symptoms of heat- or cold-related symptoms.
3	• I can make appropriate decisions about care when given an example of an emergency in which someone is experiencing a behavioral emergency.	• I can identify risk factors influencing behavioral emergencies. • I can identify different behaviors that suggest a person may be experiencing a behavioral emergency. • I can describe how to assess a patient with

		behavioral changes. • I can describe how to approach and care for a person experiencing a behavioral change.

Unit 10: Trauma Emergencies - Shock, Bleeding and Trauma, Soft Tissue Injuries

Required ARC Lessons
- Lesson 29: Shock
- Lesson 30: Bleeding & Trauma
- Lesson 31: Soft Tissue Injuries

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	Enduring Understanding(s):
• How do we recognize and respond to shock in emergency situations? • What are the appropriate interventions for controlling external bleeding in various scenarios? • How do we assess and provide emergency care for different types of burns and soft tissue injuries?	Recognition and Response to Shock: • Shock is a critical condition that requires immediate recognition and intervention. • Understanding the signs and symptoms of shock, such as rapid heart rate, low blood pressure, and altered mental status, is crucial for early identification. • Different types of shock, including hypovolemic, obstructive, distributive, and cardiogenic, require different approaches to care. • Prompt and appropriate interventions, such as controlling bleeding, maintaining airway and breathing, and providing fluid resuscitation, are essential for minimizing the effects of shock and improving patient outcomes. Interventions for Controlling External Bleeding: • Effective management of external bleeding is vital in preventing life-threatening situations. • Differentiating between arterial, venous, and capillary bleeding helps determine the appropriate intervention. • Techniques like direct pressure, wound packing, and tourniquet application are effective in controlling severe bleeding and improving patient outcomes. • Understanding when to use each intervention and adhering to standard precautions ensures safe and efficient care delivery. Assessment and Care for Burns and Soft Tissue Injuries: • Burns and soft tissue injuries require careful assessment and appropriate management to prevent complications. • Recognizing the causes and severity of burns, such as thermal, electrical, chemical, and radiation, guides treatment decisions. • Estimating the percentage of body surface area burned using the Rule of Nines helps determine the extent of injury and plan treatment. • Providing timely and effective care, including cooling burns, protecting the wound, and managing pain, is essential for promoting healing and reducing

	complications. • Soft tissue injuries, including those from embedded objects, require thorough assessment and appropriate interventions to minimize further damage and prevent infection.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
airway, arterial bleeding, assessment, breathing, cardiogenic shock, capillary bleeding, complications, direct pressure, distributive shock, embedded object, external bleeding, fluid resuscitation, full thickness burn, hypovolemic shock, infection, interventions, internal bleeding, obstructive shock, partial thickness burn, rule of nines, signs and symptoms, soft tissue injuries, standard precautions, superficial burn, tourniquet, venous bleeding, wound packing.	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Students might think that burns are always caused by fire.
	  ○ Clarification: Burns can be caused by various factors including heat, electricity, chemicals, and radiation. It's important to understand the different causes to provide appropriate care.
	• Misconception: Students might believe that all burns are treated the same way.
	  ○ Clarification: Different types of burns require different treatments. Superficial burns may only need simple first aid, while severe burns may require advanced medical care.
	• Misconception: Students may think that all soft tissue injuries are the same.
	  ○ Clarification: Soft tissue injuries vary in severity and type. Understanding the differences between chest, abdominal, and genital injuries is crucial for providing proper care.
	• Misconception: Students may believe that bleeding from all wounds can be controlled in the same way.
	  ○ Clarification: The method used to control bleeding depends on the type and severity of the wound. For example, arterial bleeding requires different techniques than capillary bleeding.
	• Misconception: Students might assume that all

	behavioral changes have the same underlying cause. ○ Clarification: Behavioral changes can result from various factors including injury, illness, or emotional distress. It's important to assess the situation carefully to determine the appropriate response. ● Misconception: Students may think that all burns can be accurately assessed using the Rule of Nines. ○ Clarification: The Rule of Nines is a rough estimation used for certain types of burns. However, it may not be accurate for all cases, especially in children or in burns involving irregular body shapes. ● Misconception: Students might believe that all burns should be treated with water. ○ Clarification: While cool water can be used to help alleviate pain and reduce damage for some burns, it's not suitable for all types of burns, such as chemical burns. The appropriate treatment varies based on the type and severity of the burn.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension ● Highlight patterns, critical features, big ideas, and relationships	● Build contexts to prior knowledge (Med Term and Anatomy and Physiology). ● Accentuate important information and how it relates to the learning goal. ● Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can demonstrate effective communication skills when collaborating with interdisciplinary healthcare teams to determine the medical care according to the burn type.** ● Level 1: With support, the student can listen to interdisciplinary healthcare team discussions about burn types and basic medical care, and respond to simple questions regarding the importance of effective communication. ● Level 2: With guidance, the student can actively engage in conversations with healthcare teams about determining medical care for burn types, using emerging vocabulary and demonstrating an understanding of basic communication principles. ● Level 3: With support and encouragement, the student can participate in discussions within healthcare teams about burn types and medical care, expressing ideas and asking relevant questions while demonstrating an increasing understanding of the importance of effective communication. ● Level 4: The student can engage confidently in conversations with interdisciplinary healthcare teams about determining medical care for burn types, expressing ideas clearly and supporting them with relevant evidence, while actively contributing to discussions on effective communication. ● Level 5: The student can participate fluently in extended discussions with healthcare teams, confidently expressing ideas, providing persuasive arguments supported by specific evidence, and demonstrating a deep understanding of the importance of effective communication in healthcare settings.	

Lesson	Learning Target	Success Criteria/	Resources

Sequence		Assessment	
1	• I can make appropriate decisions about care when given an example of an emergency in which shock is likely to occur.	• I can list the four (4) major types of shock (hypovolemic, obstructive, distributive, cardiogenic). • I can list conditions that can result in shock. • I can list the signs and symptoms of shock. • I can make appropriate decisions on how to provide care to minimize shock.	
2	• Given a case study, I can make appropriate decisions about care when a patient is bleeding.	• I can differentiate among arterial, venous, and capillary bleeding. • I can explain the function of compression and wound packing in controlling external bleeding. • I can use appropriate decisions when caring for external bleeding on when to use direct pressure or wound packing.	
3	• I can demonstrate how to proficiently apply techniques to control severe, life-threatening bleeding using a commercial tourniquet.	• I can explain the purpose for a tourniquet in controlling external bleeding. • I can describe how to use a commercial tourniquet and hemostatic dressing. • I can follow standard precautions when using a commercial tourniquet to control severe life threatening bleeding. • Stop The Bleed Activities	
4	• Given a case scenario, I can discern signs and symptoms indicative of internal bleeding, and determine the most suitable course of action.	• I can list the signs and symptoms of internal bleeding. • I can effectively communicate observations and actions taken to EMTs and Paramedics. • I can show proficiency in performing timely interventions when determining the most suitable course of action. • Case Scenario	
5	• I can describe the emergency medical care for different types of burns and estimate the percentage of body surface area burned using the Rule of Nines.	• I can list the causes for different types of burns (thermal, electrical, chemical, and radiation). • I can explain that burns are a special type of soft tissue injury and classified as superficial, partial thickness, or full thickness. • I can assess the severity of burns using recognized classification systems such as the Rule of Nines. • I can demonstrate effective communication skills when collaborating with interdisciplinary healthcare teams to determine the medical care according to the burn type.	
6	• I can describe emergency care for a patient with an injury from an embedded object.	• I can describe soft tissue injuries (chest, abdomen, genitalia). • I can list the types of soft tissue injuries. • I can describe emergency care for a patient with a soft tissue injury from an embedded object.	

Unit 11: Trauma Emergencies - Injuries Muscles, Bones, Joints, Head, Neck & Spine

ARC Required Lessons
- Lesson 33: Injuries to Muscles, Bones and Joints
- Lesson 34: Injuries to Head, Neck, and Spine

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What are the different types of musculoskeletal injuries, and how do they occur? • How can we effectively assess and manage musculoskeletal injuries? • What measures can be taken to prevent musculoskeletal injuries, especially those involving the head, neck, and spine?	Differentiation and Recognition of Musculoskeletal Injuries: • Students will understand the differences between strains, sprains, and fractures, including their distinct characteristics and causes. • They will recognize common signs and symptoms associated with musculoskeletal injuries. Assessment and Management of Musculoskeletal Injuries: • Students will develop skills in promptly assessing the nature and severity of musculoskeletal injuries. • They will learn to initiate appropriate interventions, including immobilization techniques and manual stabilization, to manage injuries effectively. Prevention and Care of Musculoskeletal Injuries, especially Head, Neck, and Spine: • Students will comprehend various preventive measures to avoid musculoskeletal injuries, with a particular focus on head, neck, and spinal injuries. • They will understand proper techniques for splinting injuries and the importance of correct positioning and regular reassessment for effective care.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Fracture, Head injury, Immobilization, Joint, Ligament, Manual stabilization, Musculoskeletal system, Sprain, Strain, Splinting, Spinal injury, Strain, Trauma, Immobilization, Trauma, Injury assessment, Injury management, Dislocation, Sprain, Deformity,	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments

Tenderness, Swelling, Bruising, Discoloration, Neurological deficit, Neurovascular compromise, Immobilization, Stabilization, Elevation, Reduction, Orthopedic, Traction, Compression, Epiphyseal injury, Contusion, Abrasion, Laceration, Tourniquet.	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Confusion between strains, sprains, and fractures, leading to misidentification of injuries.
	  ○ Clarification: Strains involve overstretching or tearing of muscles, sprains involve ligament damage, and fractures are breaks in bones. Clear examples and visuals can help distinguish these injuries.
	• Misconception: Inaccurate assessment of the severity of musculoskeletal injuries.
	  ○ Clarification: Emphasize the importance of recognizing signs and symptoms of severe injuries, such as deformity, severe pain, and inability to move, and seeking immediate medical assistance in such cases.
	• Misconception: Belief that immobilization is not necessary for certain musculoskeletal injuries.
	  ○ Clarification: Explain the significance of immobilization in preventing further injury and reducing pain. Demonstrate proper techniques for splinting and immobilization, highlighting that even seemingly minor injuries may require immobilization.
	• Misconception: Incorrect positioning or fitting of splints leading to ineffective treatment.
	  ○ Clarification: Stress the importance of correct positioning and fitting of splints to ensure proper immobilization. Provide hands-on practice and feedback to ensure students understand how to position and secure splints effectively.
	• Misconception: Failure to recognize the signs and symptoms of head, neck, and spinal injuries.
	  ○ Clarification: Teach students to be vigilant for signs such as severe headache, neck stiffness, and tingling or loss of sensation. Emphasize the need for immediate immobilization and medical attention in case of suspected head, neck, or spinal injuries.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**

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.

I can describe care for specific head, neck, and spine injuries, and demonstrate manual stabilization.

- Level 1: With prompting and support, the EL can describe basic care for head, neck, and spine injuries and demonstrate simple manual stabilization techniques, using familiar vocabulary and responding to simple questions about the topic.
- Level 2: With prompting and support, the EL can describe care for head, neck, and spine injuries and demonstrate manual stabilization with emerging proficiency, using basic vocabulary and responding to simple questions about the topic.
- Level 3: With guidance and support, the EL can describe care for specific head, neck, and spine injuries and demonstrate manual stabilization, expressing their own ideas with developing clarity and adding relevant information when prompted.
- Level 4: The EL can describe care for head, neck, and spine injuries and demonstrate manual stabilization with increasing clarity and effectiveness, using appropriate vocabulary to express their own ideas, support their points with relevant evidence, and summarize key points when prompted.
- Level 5: The EL can clearly and persuasively describe care for specific head, neck, and spine injuries and demonstrate proficient manual stabilization techniques, participating in extended discussions, using domain-specific vocabulary, referring to specific evidence, and summarizing key points effectively.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can demonstrate proficiencies in providing care for trauma emergencies involving injuries to the musculoskeletal system (muscles, bones, and joints).	• I can differentiate between strains, sprains, and fractures by accurately identifying their distinct characteristics and causes. • I accurately assess the nature and severity of a musculoskeletal injury. • I can list the common signs and symptoms associated with musculoskeletal injuries. • I can promptly initiate appropriate interventions to manage injuries to musculoskeletal injuries (fractures, sprains, and strains) and demonstrate immobilization techniques.	
2	I can demonstrate manual stabilization of the head, neck, and spine.	• I can list the signs and symptoms of head, neck, and spinal injuries. • I can discuss various ways of preventing head, neck, and spinal injuries. • I can describe care for specific head, neck, and spine injuries, and demonstrate manual stabilization.	
3	I can demonstrate proper techniques for splinting injuries.	• I can explain the purpose and benefit of splinting. • I can state the six different types of splints and identify the appropriate type for different injuries. • I can demonstrate correct positioning of the injured area, ensure proper fit, and evaluate the effectiveness through regular reassessment.	

Unit 12: Special Populations - Childbirth, Pediatrics, Older Adults, Special Needs

ARC Required Lessons

- Lesson 37: Childbirth
- Lesson 38: Pediatrics
- Lesson 39: Older Adults
- Lesson 40: Patients with Special Healthcare or Functional Needs

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• How do the unique physiological changes during pregnancy impact emergency medical response, and what are the key signs and symptoms of complications to monitor for? • What are the developmental stages in pediatric patients, and how do they influence emergency medical care? • What are the specific needs of aging populations during medical emergencies, and how can emergency responders best address them while ensuring safety and well-being?	• Understanding Pregnancy and Childbirth: Students will grasp the physiological changes that occur during pregnancy and the stages of labor, enabling them to provide appropriate care and support to pregnant women during emergencies. • Pediatric Assessment and Care: Students will gain knowledge of child development stages, pediatric assessment components, and common pediatric medical issues, empowering them to assess and address the unique needs of pediatric patients effectively. • Elderly Patient Care: Students will comprehend the specific considerations for assessing and providing care to older adult patients, including recognizing common problems and risk factors associated with aging and elder abuse. • Diverse Population Needs: Students will recognize the importance of considering diverse populations' needs during emergency medical response, including those with chronic diseases, disabilities, and special healthcare needs, and prioritize care accordingly.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
aging populations, chronic diseases, complications, disabilities, diverse populations, elder abuse, labor, pediatric patients, pregnancy, stages of labor, trimester, and vital signs	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Assuming that pregnancy is not a medical emergency and treating it as routine care.
	  ○ Clarification: Pregnancy can have various complications that require prompt medical attention. It's essential to recognize signs of complications such as bleeding, high blood pressure, or severe pain and provide appropriate care.
	• Misconception: Believing that pediatric patients can be treated similarly to adults.
	  ○ Clarification: Children have unique physiological and psychological needs. Understanding the stages of child development and pediatric assessment techniques is crucial for providing effective care.
	• Misconception: Overlooking the specific needs of older adults during emergencies.
	  ○ Clarification: Older adults may have different health concerns and require tailored care. Recognizing common problems like falls, medication issues, or cognitive decline is essential for providing appropriate assistance.
	• Misconception: Assuming all diverse populations have the same medical needs.
	  ○ Clarification: Different populations, such as those with chronic diseases, disabilities, or cultural differences, require individualized care. Understanding their specific needs and adapting care strategies accordingly is vital.
	• Misconception: Ignoring signs of elder abuse or neglect.
	  ○ Clarification: Elder abuse can take various forms, including physical, emotional, or financial abuse. Learning to recognize signs like unexplained injuries or sudden changes in behavior and knowing how to report suspected abuse is crucial.
	• Misconception: Underestimating the importance of a thorough assessment in emergencies.
	  ○ Clarification: Assessments help identify complications, prioritize care, and ensure appropriate interventions. Understanding how to conduct assessments, including SAMPLE history for pediatric patients or assessing vital signs in pregnant women, is essential for providing timely and effective care.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**

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.

I can describe considerations for providing care to patients with special healthcare or functional needs.

- Level 1: With prompting and support, use a very limited set of strategies to describe basic considerations for caring for patients with special healthcare or functional needs, such as using simple language and basic vocabulary to explain.
- Level 2: With prompting and support, use an emerging set of strategies to describe considerations for providing care to patients with special healthcare or functional needs, including using familiar topics and vocabulary to discuss.
- Level 3: With guidance and support, use a developing set of strategies to describe considerations for providing care to patients with special healthcare or functional needs in conversations, discussions, and written exchanges. This includes expressing ideas about the importance of tailored care, asking and answering relevant questions, and adding information and evidence to support understanding.
- Level 4: Use an increasing range of strategies to discuss considerations for providing care to patients with special healthcare or functional needs in conversations, discussions, and written exchanges. This involves expressing clear ideas, supporting points with relevant evidence, asking and answering questions to clarify understanding, and summarizing key points about tailored care.
- Level 5: Use a wide range of strategies to discuss in-depth considerations for providing care to patients with special healthcare or functional needs in extended conversations, discussions, and written exchanges. This includes expressing ideas clearly and persuasively, referring to specific evidence to support arguments, asking probing questions to deepen understanding, and summarizing key points and evidence related to tailored care.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	• I can assess and address the unique medical needs of pregnant women during emergency medical response.	• I can describe each trimester of pregnancy. • I can describe the four stages of labor. • I can list complications that may occur during pregnancy or delivery. • I can perform a thorough assessment of a pregnant woman, including vital signs, and recognize signs and symptoms of complications related to pregnancy.
2	• I can provide appropriate medical care to pediatric patients, considering their developmental stages.	• I can describe the stages of child development. • I can describe the components of a pediatric assessment. • I can describe how to conduct a SAMPLE history for a pediatric patient. • I can identify common problems in pediatric patients and provide appropriate medical care.
3	• I can implement strategies to ensure the safety and well-being of the aging populations during medical emergencies.	• I can describe how to assess an older adult patient. • I can describe common problems in older adult patients. • I can list the types of elder abuse and risk factors.
4	• I can identify specific needs of diverse populations during emergency medical response.	• I can identify and describe chronic diseases and disabilities. • I can describe considerations for providing care to patients with special healthcare or functional needs. • I can differentiate and prioritize the specific needs of

		diverse populations during emergency medical response.

Unit 13: Emergency Medical Services Operations

ARC Required Lessons
- Lesson 42: EMS Support and Operations
- Lesson 43: Access and Extrication
- Lesson 44: Hazardous Materials Emergencies

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What are the phases of an emergency medical services (EMS) response, and what are the associated responsibilities of an Emergency Medical Responder (EMR)? • What are the responsibilities of both traditional and non-traditional emergency medical services, and how do they differ? • How do EMRs provide care to patients who require extrication at the scene, and what steps are necessary to ensure patient safety during extrication?	• Understanding the Phases of EMS Response and EMR Responsibilities: Students will comprehend the various stages of an EMS response, from scene assessment to patient transport, and understand the specific duties and responsibilities of an Emergency Medical Responder (EMR) during each phase. • Differentiating Traditional and Non-Traditional EMS Responsibilities: Students will distinguish between traditional (e.g., ambulance-based) and non-traditional (e.g., wilderness rescue, event medical services) emergency medical services, understanding their respective roles and responsibilities in providing prehospital care. • Providing Care During Extrication: Students will grasp the importance of safe and appropriate extrication techniques, recognizing the steps necessary to ensure patient safety during extrication and the utilization of basic extrication equipment. • Understanding HazMat Incident Response: Students will gain knowledge about hazardous materials (HazMat), including their properties and risks, and understand the basic principles of response to HazMat incidents, including decontamination procedures and care provision in hazardous environments.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
	• Emergency Medical Responder video

	• Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Students may believe that the role of an EMR is limited to providing immediate care at the scene.
	  ○ Clarification: EMRs have various responsibilities throughout an EMS response, including scene assessment, patient assessment, basic life support interventions, and assistance with patient transport.
	• Misconception: Students might think that non-traditional EMS services have the same procedures and equipment as traditional ambulance-based services.
	  ○ Clarification: While non-traditional EMS services have similar goals of providing prehospital care, they often operate in different environments and may require specialized training and equipment tailored to those environments.
	• Misconception: Students may believe that extrication is solely about physically removing a trapped patient.
	  ○ Clarification: Extrication involves not only physically removing the patient but also ensuring their safety throughout the process, which includes stabilizing the scene, protecting the patient from further harm, and using appropriate equipment.
	• Misconception: Students may think that all HazMat incidents require the same response procedures.
	  ○ Clarification: Different HazMat incidents require tailored responses based on the specific materials involved, emphasizing the importance of proper identification, scene management, and decontamination procedures.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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.	

I can discuss the responsibilities of a traditional and non traditional emergency medical service.

- Level 1: With prompting and support, the student can listen to others and participate in short conversations or written exchanges about the responsibilities of traditional and non-traditional emergency medical services, using basic vocabulary.
- Level 2: With prompting and support, the student can actively listen to others and participate in short conversations or written exchanges about the responsibilities of traditional and non-traditional emergency medical services, using emerging academic and domain-specific vocabulary. They can also present basic information and respond to simple questions about these responsibilities.
- Level 3: With guidance and support, the student can participate in conversations, discussions, and written exchanges about the responsibilities of traditional and non-traditional emergency medical services, using developing academic and domain-specific vocabulary. They can express their own ideas, ask and answer relevant questions, and add relevant information and evidence, building on the ideas of others.
- Level 4: The student can actively participate in conversations, discussions, and written exchanges on the responsibilities of traditional and non-traditional emergency medical services, using an increasing range of academic and domain-specific vocabulary. They can express their own ideas clearly, support points with specific evidence, ask and answer questions to clarify ideas, and summarize key points expressed.
- Level 5: The student can engage in extended conversations, discussions, and written exchanges on the responsibilities of traditional and non-traditional emergency medical services, using a wide range of substantive academic and domain-specific vocabulary. They can express their own ideas clearly and persuasively, refer to specific evidence to support their ideas, ask and answer probing questions, and summarize key points and evidence discussed.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can explain all phases of an emergency medical services (EMS) response and associated responsibilities of an EMR.	• I can discuss the responsibilities of a traditional and non traditional emergency medical service. • I can identify the basic equipment used by an EMR. • I can list the different types of medical transport (air, ambulance, etc.), and the criteria when each should be used.
2	I can explain how to provide care to patients who require extrication at the scene.	• I can define a concise definition of extrication. • I can list the basic extrication equipment. • I can define extrication as the safe and appropriate removal of a trapped patient. • I can describe the steps necessary to ensure patient safety during extrication.
3	I can explain unique considerations for medical situations in HazMat incidents.	• I can define hazardous materials. • I can describe the basic response to a HazMat incident. • I can state the principles of decontamination and providing care during a HazMat incident.

Unit 14: Incident Command

ARC Required Lessons
- Lesson 45: Incident Command

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What is the purpose of triage, and how does it help emergency responders prioritize patient care during mass casualty incidents? • How do different triage systems, such as the START and JumpSTART systems, assist in categorizing patients based on their severity of injuries and medical needs? • How do the National Incident Management System (NIMS) and the National Response Framework (NRF) provide guidelines for coordinating emergency response efforts during multi-person incidents, and what are their key principles and objectives?	• Understanding the Purpose of Triage: Students will understand the purpose of triage in emergency response, including how it assists in prioritizing patient care during mass casualty incidents based on the severity of injuries and medical needs. • Knowledge of Triage Systems: Students will comprehend different triage systems such as START and JumpSTART, and how they categorize patients into priority levels (Immediate, Expectant, Delayed, Minimal, Dead) to ensure efficient allocation of resources and treatment. • Familiarity with NIMS and NRF Guidelines: Students will be familiar with the National Incident Management System (NIMS) and the National Response Framework (NRF), understanding their purposes, guidelines, and how they coordinate emergency response efforts during multi-person incidents to ensure effective and organized response strategies.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: Triage is only necessary in large-scale disasters. ○ Clarification: Triage is a critical process in all

	emergency situations, not just large-scale disasters. It helps responders prioritize care based on patient needs, ensuring that resources are used efficiently in any incident.
	• Misconception: Triage tags are solely based on visible injuries.
	  ○ Clarification: While visible injuries play a role, triage tags consider a range of factors, including patient complaints, vital signs, and mechanism of injury. These tags are assigned based on the patient's overall condition, not just what is immediately observable.
	• Misconception: All patients with severe injuries receive immediate care.
	  ○ Clarification: Immediate care is provided to patients with severe injuries that are immediately life-threatening. However, patients are triaged based on the severity of their injuries, and sometimes those with less severe injuries may receive treatment before those with more severe injuries, depending on the situation and available resources.
	• Misconception: Triage systems are rigid and cannot be adjusted.
	  ○ Clarification: Triage systems are adaptable and can be adjusted based on the specific circumstances of an incident. The priority levels assigned to patients may change as the situation evolves and more resources become available or as patient conditions deteriorate or improve.
	• Misconception: Triage is only done by medical professionals.
	  ○ Clarification: While medical professionals play a crucial role in triage, anyone trained in basic triage principles can assist in the process. In emergencies, even bystanders can help by providing information or assisting in the initial assessment of patients.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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.	

Using the National Incident Management System (NIMS) and the National Response Framework (NRF) guidelines, I can demonstrate an appropriate response in situations involving multiple persons, to eliminate potential problems for arriving personnel and possibly save the lives of several injured people.

- Level 1: With prompting and support, the EL can use basic vocabulary to describe the National Incident Management System (NIMS) and the National Response Framework (NRF). Participate in short discussions about emergency response using simple language.
- Level 2: With prompting and support, the EL can use emerging strategies to discuss the NIMS and NRF guidelines in simple terms. Participate in short conversations about emergency response, providing basic information about the role of NIMS and NRF.
- Level 3: With guidance and support, the EL can develop strategies to explain the NIMS and NRF guidelines and their importance in emergency response. Engage in discussions about emergency situations, expressing ideas about how NIMS and NRF can help.
- Level 4: Use an increasing range of strategies to discuss and analyze the NIMS and NRF guidelines. The El can participate in discussions about emergency response, supporting ideas with evidence from NIMS and NRF documents. Summarize key points about NIMS and NRF in emergency situations.
- Level 5: The El can use a wide range of strategies to demonstrate a deep understanding of NIMS and NRF guidelines in complex emergency situations. Engage in extended discussions about emergency response, providing clear and persuasive explanations of how NIMS and NRF can be applied. Refer to specific evidence from NIMS and NRF documents to support arguments and summarize key points concisely.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	Given a case study, I can determine the priority of the patient, determine the triage tag (Chapter 30), and identify the type of triage system to use.	• I can define the term “triage”. • I can explain the principles of triage. • I can conduct a triage assessment. • I can explain the different triage systems and pediatric variations. • I can identify the different types of patients requiring triage. • I can list the different colors (Green, Yellow, Red, White, Black) of triage tags and assign each patient into one of five categories (Immediate, Expectant, Delayed, Minimal, Dead). • Given a specific patient type, I can determine the priority of the patient, determine the triage tag (Chapter 30), and identify the type of triage system to use.	
2	Using the National Incident Management System (NIMS) and the National Response Framework (NRF) guidelines, I can effectively respond to a multi-person incident.	• I can compare and contrast the purposes and guidelines of the National Incident Management System (NIMS) and the National Response Framework (NRF) for managing incidents. • I can describe the purposes of the National Incident Management System (NIMS) and the National Response Framework (NRF). • I can define multiple-casualty incidents, and explain the role of the Emergency Medical Responder when responding to a multiple-casualty incident. • Using the National Incident Management System (NIMS) and the National Response Framework (NRF) guidelines, I can demonstrate an appropriate response in situations involving multiple persons, to eliminate potential problems for arriving personnel and possibly save the lives of several injured people.	

Unit 15: Disasters and Terrorism, Special Operations

ARC Required Lessons
- Lesson 46: Disasters and Terrorism
- Lesson 47: Special Operations

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What are the key components of emergency medical services (EMS) operations during terrorist attacks, public health crises, and disasters? • How do the National Incident Management System (NIMS) and the National Response Framework (NRF) contribute to effective disaster response? • What are the essential steps in preparing for and responding to disasters, as well as chemical, biological, radiological, nuclear, and explosive (CBRNE)/WMD incidents?	• Have a basic understanding of emergency medical services (EMS) operations during terrorist, public health, weapon of mass destruction (WMD) and disaster emergencies. • Describe the National Incident Management System (NIMS) and the National Response Framework (NRF). • Discuss basic elements of preparation and planning for disaster and chemical, biological, radiological/nuclear and explosive (CBRNE)/WMD response. • Describe general steps of disaster response. • Describe general steps of a CBRNE/WMD response. • List different types of WMD. • Describe the roles of emergency medical • responders (EMRs) during a natural, human caused or biological disaster. • Describe how to provide emergency medical care during disaster or CBRNE/WMD response. • Identify the basic equipment needed by EMRs for a CBRNE/WMD response. • List the steps to provide self-care and peer care in response to nerve agent poisoning.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
All hazards approach, asymptomatic, atropine, bioterrorism, blast lung, B NICE, CBRNE, DuoDote, high-order explosives, incendiary weapons, low-order explosives, morbidity, mortality, nerve agents, protopam chloride, primary effects, secondary effects, tertiary effects, WMD	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: All disasters are the same, and the response procedures are identical.
	  ○ Clarification: Different types of disasters require tailored response strategies. Understanding the distinctions between natural disasters, terrorist attacks, and CBRNE/WMD incidents is crucial for effective response planning.
	• Misconception: Emergency medical responders (EMRs) are solely responsible for all aspects of disaster response.
	  ○ Clarification: While EMRs play a vital role, disaster response involves a collaborative effort among various agencies and personnel. EMRs work alongside other first responders, medical professionals, and government agencies to ensure comprehensive care.
	• Misconception: Providing emergency medical care during CBRNE/WMD incidents follows the same protocols as standard medical emergencies.
	  ○ Clarification: CBRNE/WMD incidents require specialized training and protocols due to the presence of hazardous materials. EMRs must be aware of unique safety measures, decontamination procedures, and the use of specialized equipment in these situations.
	• Misconception: Self-care and peer care in nerve agent poisoning incidents are unnecessary or ineffective.
	  ○ Clarification: Self-care and peer care are critical components of nerve agent poisoning response. EMRs should be trained to recognize symptoms of nerve agent exposure in themselves and others and take appropriate actions to minimize harm.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can collaborate with team members to provide emergency medical care during acts of terrorism, public health, weapons of mass destruction, and disaster emergencies.**	

- Level 1: An EL can collaborate with team members to provide emergency medical care during acts of terrorism, public health, weapons of mass destruction, and disaster emergencies with prompting and support, using simple language and familiar vocabulary.
- Level 2: An EL can collaborate with team members to provide emergency medical care during acts of terrorism, public health, weapons of mass destruction, and disaster emergencies with prompting and support, using emerging language skills and some academic vocabulary.
- Level 3: An EL can collaborate with team members to provide emergency medical care during acts of terrorism, public health, weapons of mass destruction, and disaster emergencies with guidance and support, using developing language skills and domain-specific vocabulary.
- Level 4: An EL can collaborate with team members to provide emergency medical care during acts of terrorism, public health, weapons of mass destruction, and disaster emergencies independently, using clear language and relevant academic vocabulary.
- Level 5: An EL can collaborate with team members to provide emergency medical care during acts of terrorism, public health, weapons of mass destruction, and disaster emergencies effectively, using persuasive language and a wide range of academic and domain-specific vocabulary.

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	Assigned a case study, I can demonstrate successful team collaboration in providing emergency medical care during a disaster.	• I can provide historical examples of terrorism, public health, weapons of mass destruction, and disaster emergencies. • I can discuss emergency medical services operations during terrorist, public health, weapons of mass destruction and disaster emergencies. • I can describe the general steps of disaster response. • I can collaborate with team members to provide emergency medical care during acts of terrorism, public health, weapons of mass destruction, and disaster emergencies.	

Unit 16: Blood Borne Pathogens

ARC Required Lessons
- Lesson 48: Bloodborne Pathogens: Preventing Disease Transmission

Relevant Standards: Bold indicates priority

HL 4.1: Describe team member participation.

Essential Question(s):	**Enduring Understanding(s):**
• What steps should an emergency medical responder take to protect themselves from bloodborne pathogens? • What are the disease-causing agents classified as bloodborne pathogens, and how do they differ from each other? • How does the chain of infection contribute to the transmission of bloodborne pathogens, and how can it be interrupted?	• Understanding the importance of personal protective equipment (PPE): Students will grasp the significance of wearing appropriate PPE to prevent exposure to bloodborne pathogens and other infectious agents. • Recognition of different bloodborne pathogens and their characteristics: Students will recognize various disease-causing agents classified as bloodborne pathogens, understanding their differences and associated risks. • Understanding the chain of infection and its interruption: Students will understand how the chain of infection model applies to the transmission of bloodborne pathogens and how interrupting this chain is crucial in preventing the spread of infections.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3 Blocks
Family Overview (link below)	**Integration of Technology:**
American Red Cross-EMR	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
	• Emergency Medical Responder video • Emergency Medical Responder Textbook • Course Presentation Slides • Case Scenario Assignments
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Anatomy and Physiology; Health; Medical Terminology, Foundations in Health Sciences	• Misconception: PPE is only necessary in extreme situations. ○ Clarification: Emphasize that PPE should be worn in any situation where there is a risk of exposure to bloodborne pathogens, even if the risk seems low. Consistent use of PPE is essential for personal safety.

	• Misconception: Bacteria and viruses are essentially the same.
	  ○ Clarification: Explain that bacteria and viruses are distinct types of microorganisms with different structures, modes of reproduction, and susceptibility to antibiotics. Bacteria are single-celled organisms, while viruses are smaller and require a host cell to replicate.
	• Misconception: Donning and doffing PPE is straightforward and does not require specific training.
	  ○ Clarification: Stress the importance of proper training in donning and doffing PPE to prevent self-contamination. Incorrect procedures can lead to exposure to pathogens. Practice and adherence to established protocols are essential.
	• Misconception: Any type of glove provides adequate protection against bloodborne pathogens.
	  ○ Clarification: Teach students about the different types of gloves (e.g., latex, nitrile) and their level of protection. Emphasize the importance of using gloves specifically designed to prevent transmission of bloodborne pathogens, and that glove selection should be based on the task being performed.
	• Misconception: Once PPE is removed, the risk of exposure to bloodborne pathogens is eliminated.
	  ○ Clarification: Explain that proper disposal and handling of used PPE is critical to prevent contamination. Emphasize the need for hand hygiene after removing PPE, as well as the importance of proper disposal methods for contaminated materials.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension • Highlight patterns, critical features, big ideas, and relationships	• Build contexts to prior knowledge (Med Term and Anatomy and Physiology). • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
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. **I can describe the steps an emergency medical responder should take for personal protection from bloodborne pathogens.** • Level 1: With prompting and support, the EL can describe basic steps for personal protection from bloodborne pathogens, using simple language and familiar vocabulary. • Level 2: With prompting and support, the EL can describe steps an emergency medical responder should take	

for personal protection from bloodborne pathogens, using emerging language skills and some academic vocabulary.

- Level 3: With guidance and support, the EL can explain the steps for personal protection from bloodborne pathogens, using developing language skills and domain-specific vocabulary. Provide relevant information and evidence to support the description.
- Level 4: An EL can independently describe the steps an emergency medical responder should take for personal protection from bloodborne pathogens, using clear language and relevant academic vocabulary. Provide specific evidence and examples to support the description.
- Level 5: An El Can effectively describe the steps for personal protection from bloodborne pathogens, using persuasive language and a wide range of academic and domain-specific vocabulary. Support ideas with specific evidence from texts or research and engage in discussions that probe reasoning and claims

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	I can describe the steps an emergency medical responder should take for personal protection from bloodborne pathogens.	• I can create a list of disease causing agents identified as bloodborne pathogens. • I can state three differences between bacteria and viruses. • I can draw the model of the chain of infection showing the conditions that must be present for disease transmission (agent, reservoir, method of exit, mode of transmission, method of entry, susceptible host) and explain how each contributes to the transmission of bloodborne pathogens.	
2	I can demonstrate proficiency in donning and doffing PPEs to prevent transmission of bloodborne pathogens.	• I can create a list of the different types of personal protective equipment (PPEs) and explain how each prevents transmission of bloodborne pathogens. • I can demonstrate proficiency in donning PPEs. • I can demonstrate proficiency in doffing PPEs.	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Algebra 1 Accelerated	Mathematics	Grade 8	1.0 (upon completion of 3 years HS mathematics)

Course Description:

Students begin the course with expanding their understanding of linear equations, inequalities, and systems of linear equations and inequalities. Students write, rearrange, evaluate, and solve equations and inequalities, explaining and validating their reasoning with increased precision. Next, students study functions, continuing the work begun in grade 7 Bridge. Over the next few units, they deepen their understanding of functions and deepen their ability to represent, interpret, and communicate about them—using function notation, domain and range, average rate of change, and features of graphs. They also see categories of functions, starting with linear functions (including their inverses) and piecewise-defined functions (including absolute value functions), followed by exponential and quadratic functions. For each function type, students begin their investigation with real-world and mathematical contexts, look closely at the structural attributes of the function, and analyze how these attributes are expressed in different representations. The course ends with a close look at quadratic equations. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling. Additionally, modeling prompts are provided for use throughout the course. Modeling prompts offer opportunities for students to engage in the full modeling cycle. These can be implemented in a variety of ways. Please see the course guide for a more detailed explanation of modeling prompts.

Aligned Core Resources:	Connection to the ***BPS Vision of the Graduate***
Kendall Hunt Illustrative Mathematics	CRITICAL THINKING AND PROBLEM SOLVING • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. • Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations CONTENT MASTERY • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum.
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***
	Algebra 1 ACC - Equity Curriculum Review (2024)

Standard Matrix

Aligned Lesson	Standards
8.7.1	8.EE.A.1
8.7.2	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.3	8.EE.A.1, 8.EE.A.4

8.7.4	8.EE.A.1
8.7.5	8.EE.A.1
8.7.6	8.EE.A.1
8.7.7	8.EE.A.1
8.7.8	8.EE.A.1
8.7.9	8.EE.A.3, 8.EE.A.4
8.7.10	8.EE.A.3, 8.EE.A.4
8.7.11	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.12	8.EE.A.3, 8.EE.A.4
8.7.13	8.EE.A.3, 8.EE.A.4
8.7.14	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.15	8.EE.A.4
8.7.16	8.EE.A.3, 8.EE.A.4
Alg1.2.1	HSA-CED.A.2, HSA-CED.A.3, HSN-Q.A.2
Alg1.2.2	HSA-CED.A.2, HSA-CED.A.3
Alg1.2.3	HSA-CED.A.2, HSA-CED.A.3, HSF-LE.A.2
Alg1.2.4	HSA-REI.A, HSA-REI.B.3
Alg1.2.5	HSA-CED.A.2, HSA-CED.A.3, HSA-REI.D.10
Alg1.2.6	HSA-CED.A.2, HSA-REI.A, HSA-REI.A.1, HSA-SSE.A.1
Alg1.2.7	HSA-REI.A, HSA-REI.A.1
Alg1.2.8	HSA-CED.A.4, HSA-REI.B.3
Alg1.2.9	HSA-CED.A.3, HSA-CED.A.4, HSA-REI.B.3
Alg1.2.10	HSA-CED.A.3, HSA-CED.A.4, HSA-REI.D.10
Alg1.2.11	HSA-CED.A.4, HSA-REI.D.10
Alg1.2.12	HSA-CED.A.3, HSA-REI.A, HSA-REI.C.6
Alg1.2.13	HSA-REI.C.6
Alg1.2.14	HSA-REI.C.5, HSA-REI.C.6
Alg1.2.15	HSA-REI.C.5, HSA-REI.C.6
Alg1.2.16	HSA-REI.C.5, HSA-REI.C.6
Alg1.2.17	HSA-CED.A.3, HSA-REI.C.6
Alg1.2.18	HSA-CED.A.3, HSN-Q.A.2
Alg1.2.19	HSA-CED.A.1, HSA-REI.B.3
Alg1.2.20	HSA-CED.A.1, HSA-CED.A.3, HSA-REI.B.3

Alg1.2.21	HSA-REI.D.12
Alg1.2.22	HSA-CED.A.3, HSA-REI.D.10, HSA-REI.D.12
Alg1.2.23	HSA-CED.A.3, HSA-REI.D.12
Alg1.2.24	HSA-CED.A.3, HSA-REI.D.12
Alg1.2.25	HSA-REI.D.12
Alg1.2.26	HSA-CED.A.3, HSA-REI.D.12, HSN-Q.A.2
Alg1.4.1	HSF-IF.A.1, HSF-IF.B.4
Alg1.4.2	HSF-IF.A.1, HSF-IF.A.2, HSF-IF.B.4
Alg1.4.3	HSF-IF.A.2, HSF-IF.B.4
Alg1.4.4	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.A.1, HSF-IF.A.2, HSF-IF.B.4, HSF-IF.C
Alg1.4.5	HSA-REI.A.1, HSF-IF.A.2, HSF-IF.B.4, HSF-IF.C.7
Alg1.4.6	HSF-IF.B.4
Alg1.4.7	HSF-IF.B.6
Alg1.4.8	HSF-IF.B.4, HSF-IF.B.6
Alg1.4.9	HSA-REI.D.11, HSF-IF.B.4, HSF-IF.B.6
Alg1.4.10	HSF-IF.B, HSF-IF.B.5
Alg1.4.11	HSF-IF.B.4, HSF-IF.B.5
Alg1.4.12	HSF-IF.A.2, HSF-IF.B.5, HSF-IF.C, HSF-IF.C.7, HSF-IF.C.7.b
Alg1.4.13	HSF-IF.C, HSF-IF.C.7.b
Alg1.4.14	HSF-BF.A.1, HSF-BF.A.1.a, HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7.b
Alg1.4.15	HSF-BF.B.4
Alg1.4.16	HSA-CED.A.4, HSF-BF.B.4
Alg1.4.17	HSF-BF.A.1, HSF-BF.B.4, HSF-BF.B.4.a, HSF-IF.A.2, HSF-IF.B.4, HSS-ID.B.6.a, HSS-ID.B.6.c
Alg1.4.18	HSF-BF.A.1, HSF-IF.B.6, HSS-ID.B.6, HSS-ID.B.6.a, HSS-ID.B.6.c
Alg1.5.1	HSF-BF.A.1.a, HSF-IF.B.4, HSF-LE.A.3
Alg1.5.2	HSF-BF.A, HSF-BF.A.1.a, HSF-IF.B.4, HSF-LE.A.1, HSF-LE.A.2
Alg1.5.3	HSA-CED.A.2, HSF-BF.A.1.a, HSF-IF.C.7, HSF-LE.B.5
Alg1.5.4	HSA-CED.A.2, HSA-SSE.A.1, HSF-BF.A, HSF-BF.A.1.a, HSF-LE.A.2, HSF-LE.B.5
Alg1.5.5	HSA-CED.A.2, HSF-BF.A, HSF-IF.B.4, HSF-IF.C.7.e, HSF-LE.A.2, HSF-LE.B.5
Alg1.5.6	HSA-CED.A.2, HSF-BF.A.1, HSF-IF.B.4
Alg1.5.7	HSA-CED.A.2, HSA-SSE.A.1, HSF-IF.B.4, HSF-IF.C.7.e, HSF-LE.B.5, HSN-Q.A.1
Alg1.5.8	HSF-IF.A.2, HSF-IF.B, HSF-IF.B.5, HSF-IF.C.7, HSF-LE.A.2, HSN-Q.A.1
Alg1.5.9	HSA-SSE.A, HSF-IF.A.2, HSF-IF.B.5, HSF-IF.C.7.e, HSF-LE.A.2

Alg1.5.10	HSF-IF.B.6
Alg1.5.11	HSF-BF.A.1, HSF-IF.A.2, HSF-IF.B.4, HSF-IF.B.5, HSF-LE.A.1, HSF-LE.A.1.c, HSF-LE.A.2, HSF-LE.B.5, HSN-Q.A.1, HSN-Q.A.3, HSS-ID.B.6.a
Alg1.5.12	HSF-IF.B.4, HSF-LE.B.5
Alg1.5.13	HSF-IF.B.4, HSF-LE.A.2, HSF-LE.B.5
Alg1.5.14	HSF-LE.A.2
Alg1.5.15	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.B.6, HSF-IF.C.7.e, HSF-LE.A.2
Alg1.5.16	HSF-BF.A.1.a
Alg1.5.17	HSA-SSE.A, HSA-SSE.A.1, HSF-BF.A.1.a, HSF-IF.A.2, HSN-Q.A.2
Alg1.5.18	HSA-SSE.A.1.b, HSA-SSE.B.3.c, HSF-IF.A.2, HSF-IF.C.8, HSF-IF.C.8.b
Alg1.5.19	HSF-IF.A.2, HSF-IF.B.4, HSF-IF.B.5, HSF-LE.A.1, HSF-LE.A.2, HSF-LE.A.3
Alg1.5.20	HSF-LE.A.1.a, HSF-LE.A.1.b, HSF-LE.A.2
Alg1.5.21	HSF-LE.A.1, HSF-LE.A.1.b, HSF-LE.A.1.c, HSF-LE.A.2, HSN-Q.A.3, HSS-ID.B.6.a
Alg1.6.1	HSF-BF.A.1.a, HSF-LE.A
Alg1.6.2	HSA-SSE.A.1, HSA-SSE.B.3, HSF-BF.A.1.a
Alg1.6.3	HSA-SSE.A.1, HSF-BF.A.1.a, HSF-IF.A.2
Alg1.6.4	HSF-BF.A.1.a, HSF-IF.C, HSF-LE.A.3
Alg1.6.5	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.A.2
Alg1.6.6	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.B.5, HSF-IF.C, HSF-IF.C.7.a
Alg1.6.7	HSF-BF.A.1.a, HSF-IF.B.5, HSF-IF.C.7.a
Alg1.6.8	HSA-SSE.A, HSA-SSE.A.2, HSA-SSE.B.3, HSF-IF.C.8
Alg1.6.9	HSA-SSE.A.2, HSA-SSE.B.3, HSF-IF.C.8
Alg1.6.10	HSA-SSE.B.3
Alg1.6.11	HSA-SSE.A, HSF-IF.C.7.a
Alg1.6.12	HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7, HSF-LE.A.2
Alg1.6.13	HSA-SSE.B.3, HSF-BF.B.3, HSF-IF.C.7, HSF-IF.C.7.a
Alg1.6.14	HSF-IF.A.2, HSF-IF.B.4, HSF-IF.C.7.a, HSF-IF.C.8, HSF-IF.C.9
Alg1.6.15	HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7.a, HSF-IF.C.8.a
Alg1.6.16	HSF-IF.C, HSF-IF.C.7.a
Alg1.6.17	HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7.a
Alg1.7.1	HSA-CED.A.1, HSA-CED.A.3
Alg1.7.2	HSA-CED.A.1, HSA-REI.B.4
Alg1.7.3	HSA-REI.A.1, HSA-REI.B.4.b

Alg1.7.4	HSA-CED.A.1, HSA-REI.B.4, HSA-REI.B.4.b, HSA-SSE.B.3
Alg1.7.5	HSA-REI.A.1, HSA-REI.B.4, HSA-REI.B.4.b, HSA-REI.D, HSA-REI.D.10
Alg1.7.6	HSA-REI.B.4.b, HSA-SSE.A.2, HSA-SSE.B.3.a
Alg1.7.7	HSA-REI.B.4.b, HSA-SSE.A.2, HSA-SSE.B.3.a
Alg1.7.8	HSA-REI.B.4.b, HSA-SSE.A.2, HSA-SSE.B.3.a
Alg1.7.9	HSA-REI.B.4, HSA-REI.B.4.b, HSA-SSE.B.3.a
Alg1.7.10	HSA-REI.B.4.b, HSA-REI.D, HSA-SSE.A, HSA-SSE.A.2, HSA-SSE.B.3.a, HSF-IF.B.4
Alg1.7.11	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-SSE.A.2
Alg1.7.12	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-SSE.A, HSA-SSE.A.2
Alg1.7.13	HSA-REI.A, HSA-REI.B.4.b
Alg1.7.14	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-SSE.A.2
Alg1.7.15	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-REI.D, HSN-RN.B
Alg1.7.16	HSA-REI.B.4.b, HSA-SSE.A
Alg1.7.17	HSA-CED.A.1, HSA-REI.A, HSA-REI.B.4, HSA-REI.B.4.b, HSF-IF.B.5
Alg1.7.18	HSA-CED.A.1, HSA-REI.B.4.b, HSF-IF.A.2
Alg1.7.19	HSA-REI.B.4.a, HSA-SSE.A.2
Alg1.7.20	HSA-REI.B.4.b, HSF-IF.C.7.a, HSN-RN.B.3
Alg1.7.21	HSA-REI.B.4.b, HSN-RN.B, HSN-RN.B.3
Alg1.7.22	HSA-SSE.A.2, HSA-SSE.B.3, HSA-SSE.B.3.b, HSF-IF.C
Alg1.7.23	HSA-SSE.B.3.b, HSF-IF.C, HSF-IF.C.9
Alg1.7.24	HSA-REI.B.4.b, HSA-REI.C.7, HSF-IF.C.8.a

Unit Links

Unit 1: Exponents and Scientific Notation (Grade 8 Algebra 1 Accelerated Only)
Unit 2: Linear Equations and Systems (Unit 2A/B)
Unit 3: Inequalities (Unit 2C)
Unit 4: Functions
Unit 5: Introduction to Exponential Functions
Unit 6: Introduction to Quadratic Functions
Unit 7: Quadratic Equations
Course Assessment Map

Unit Title:

Unit 1: Exponents and Scientific Notation (Grade 8 Algebra 1 Accelerated Only)

Relevant Standards: Bold indicates priority

Lesson	Standards Alignment
8.7.1	8.EE.A.1
8.7.2	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.3	8.EE.A.1, 8.EE.A.4
8.7.4	8.EE.A.1
8.7.5	8.EE.A.1
8.7.6	8.EE.A.1
8.7.7	8.EE.A.1
8.7.8	8.EE.A.1
8.7.9	8.EE.A.3, 8.EE.A.4
8.7.10	8.EE.A.3, 8.EE.A.4
8.7.11	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.12	8.EE.A.3, 8.EE.A.4
8.7.13	8.EE.A.3, 8.EE.A.4
8.7.14	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.15	8.EE.A.4
8.7.16	8.EE.A.3, 8.EE.A.4

Unit Narrative:

In grade 6, students studied whole-number exponents. In this unit, they extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They apply these concepts to the base-ten system, and learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 7 CFA 2: Lesson 13 EoU: Assessment A	16 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English Family Resources-Spanish	DESMOS Pear Assessment

Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Exponent, base (of an exponent), reciprocal, scientific notation	DESMOS Pear Assessment
Connections to Prior Units:	**Connections to Future Units:**
Grade 6, Unit 6	Algebra 1, Unit 5
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . .construct appropriate oral and written claims and support them with reasoning and evidence.	I can represent situations using exponents. • Level 1: With prompting and supports, I can represent situations using exponents. • Level 2: With prompting and supports, I can represent situations using a single exponent. • Level 3 :With guidance, I can identify expressions using exponents as equivalent. • Level 4: I can determine whether expressions using exponents are equivalent or not. • Level 5: I can explain why expressions using exponents are equivalent or not.

Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Exponent Review (Lesson 1)	• I can represent situations using exponents (Lesson 1)	Lesson 1: Exponent Review ○ I can use exponents to describe repeated multiplication. ○ I understand the meaning of a term with an exponent.
2 Exponent Rules (Lessons	• I can justify and critique reasoning about multiplying and dividing powers (Lesson 2-6)	Lesson 2: Multiplying Powers of Ten • I can explain and use a rule for multiplying powers of 10. Lesson 3: Powers of Powers of 10

2-8)	• I can critique reasoning about zero exponents (Lesson 4) • I can justify whether or not expressions are equivalent to exponential expressions (Lesson 6) • I can critique applications of exponent rules (Lesson 7-8)	• I can explain and use a rule for raising a power of 10 to a power. Lesson 4: Dividing Powers of 10 • I can evaluate and explain why it makes sense. • I can explain and use a rule for dividing powers of 10. Lesson 5: Negative Exponents with Powers of 10 • I can use the exponent rules with negative exponents. • I know what it means if 10 is raised to a negative power. Lesson 6: What about Other Bases? • I can use the exponent rules for bases other than 10. Lesson 7: Practice with Rational Bases • I can change an expression with a negative exponent into an equivalent expression with a positive exponent. • I can choose an appropriate exponent rule to rewrite an expression to have a single exponent. Lesson 8: Combining Bases • I can use and explain a rule for multiplying terms that have different bases but the same exponent.
3 Scientific Notation (Lessons 9-14)	• I can represent large and small numbers using number lines, exponents, and decimals (Lesson 9–11) • I can justify reasoning about situations comparing powers of 10 (Lesson 12) • I can represent situations and critique reasoning about comparing quantities expressed in scientific notation (Lesson 13-14)	Lesson 9: Describing Large and Small Numbers Using Powers of 10 • Given a very large or small number, I can write an expression equal to it using a power of 10. Lesson 10: Representing Large Numbers on the Number Line • I can plot a multiple of a power of 10 on such a number line. • I can subdivide and label a number line between 0 and a power of 10 with a positive exponent into 10 equal intervals. • I can write a large number as a multiple of a power of 10. Lesson 11: Representing Small Numbers on the Number Line • I can plot a multiple of a power of 10 on such a number line. • I can subdivide and label a number line between 0 and a power of 10 with a negative • exponent into 10 equal intervals. • I can write a small number as a multiple of a power of 10. Lesson 12: Applications of Arithmetic with Powers of 10 • I can apply what I learned about powers of 10 to answer questions about real-world situations. • I can tell whether or not a number is written in scientific notation. Lesson 13: Multiplying, Dividing, and Estimating with Scientific Notation • I can multiply and divide numbers given in scientific notation.

		• I can use scientific notation and estimation to compare very large or very small numbers. Lesson 14: Adding and Subtracting with Scientific Notation • I can add and subtract numbers given in scientific notation.
4 Let's Put it to Work (Lesson 15)	• I can use scientific notation to compare different amounts and answer questions about real-world situations.	Lesson 15: Is a Smartphone Smart Enough to Go to the Moon? • I can use scientific notation to compare different amounts and answer questions about real-world situations.

Unit Title:

Unit 2: Linear Equations and Systems (Unit 2A/B)

Relevant Standards: Bold indicates priority

Lesson	Standards
Alg1.2.1	HSA-CED.A.2, HSA-CED.A.3, HSN-Q.A.2
Alg1.2.2	HSA-CED.A.2, HSA-CED.A.3
Alg1.2.3	HSA-CED.A.2, HSA-CED.A.3, HSF-LE.A.2
Alg1.2.4	HSA-REI.A, HSA-REI.B.3
Alg1.2.5	HSA-CED.A.2, HSA-CED.A.3, HSA-REI.D.10
Alg1.2.6	HSA-CED.A.2, HSA-REI.A, HSA-REI.A.1, HSA-SSE.A.1
Alg1.2.7	HSA-REI.A, HSA-REI.A.1
Alg1.2.8	HSA-CED.A.4, HSA-REI.B.3
Alg1.2.9	HSA-CED.A.3, HSA-CED.A.4, HSA-REI.B.3
Alg1.2.10	HSA-CED.A.3, HSA-CED.A.4, HSA-REI.D.10
Alg1.2.11	HSA-CED.A.4, HSA-REI.D.10
Alg1.2.12	HSA-CED.A.3, HSA-REI.A, HSA-REI.C.6
Alg1.2.13	HSA-REI.C.6
Alg1.2.14	HSA-REI.C.5, HSA-REI.C.6
Alg1.2.15	HSA-REI.C.5, HSA-REI.C.6
Alg1.2.16	HSA-REI.C.5, HSA-REI.C.6
Alg1.2.17	HSA-CED.A.3, HSA-REI.C.6

Unit Narrative

In this unit, students expand and deepen their prior understanding of expressions, equations, and inequalities. Students reason about equations, inequalities, and systems of equations and inequalities as ways to represent constraints, and they reason about the process of solving equations and inequalities in terms of finding values that satisfy those constraints. The process of finding solutions may involve rewriting and manipulating equations. Students learn to explain and validate the steps to do so. Throughout the unit, students practice reasoning about situations and mathematical representations, interpreting expressions and numbers in context, and using mathematical tools to model quantities and relationships.

CFA 1: Lesson 6 CFA 2: Lesson 11	20 Days

CFA 3: Lesson 14 EoU: Algebra 1 Unit 2 Mid-Unit Assessment	
Family Overview (link below)	**Integration of Technology:**
Family Resources-English	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning.*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Constraint, model, equivalent equations, solutions to a system of equations, system of equations, substitution, elimination, equivalent systems	• DESMOS • Pear Assessment
Connections to Prior Units:	**Connections to Future Units:**
Grade 8, Unit 4	Algebra 1, Unit 3
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Support decoding of text, mathematical notation, and symbols	• Allow the use of Text-to-Speech • Use automatic voicing with digital mathematical notation (Math ML) • Use digital text with an accompanying human voice recording (e.g., Daisy Talking Books) • Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs) • Offer clarification of notation through lists of key terms
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . .determine the meaning of words and phrases in oral presentations and literary and informational text.	Learning Target: I can represent a situation with a linear equation, table, and graph. • Level 1: Relying on context, visual aids, and knowledge of morphology in the native language, I can identify the initial value and rate of change within a context. • Level 2: Using context, visual aids, reference materials, and knowledge of morphology in the native language, I can define the initial value and rate of change using graphs and tables. • Level 3: Using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), I can determine when it is appropriate to use an equation in standard form. • Level 4: Using context, reference materials, and an increasing knowledge of English morphology, I can describe how a representation matches the description of a linear relationship.

		• Level 5: Using context, reference materials, and knowledge of English morphology, I can defend how multiple representations illustrate a given linear relationship.
Lesson Sequence	**Learning Target(s)**	**Success Criteria/ Assessment**

1 Writing and Modeling with Equations (Lessons 1-5)	• I can represent a situation with a linear equation, table, and graph (Lessons 1-5).
	• I can recognize what values make sense as solutions within a context (Lessons 1-5).
		• Lesson 1: Planning a Pizza Party
		  ○ I can explain the meaning of the term "constraints."
		  ○ I can tell which quantities in a situation can vary and which ones cannot.
		  ○ I can use letters and numbers to write expressions representing the quantities in a situation.
		• Lesson 2: Writing Equations to Model Relationships (Part 1)
		  ○ I can tell which quantities in a situation can vary and which ones cannot.
		  ○ I can use letters and numbers to write equations representing the relationships in a situation.
		• Lesson 3: Writing Equations to Model Relationships (Part 2)
		  ○ I can use words and equations to describe the patterns I see in a table of values or in a set of calculations.
		  ○ When given a description of a situation, I can use representations like diagrams and tables to help make sense of the situation and write equations for it.
		• Lesson 4: Equations and Their Solutions
		  ○ I can explain what it means for a value or pair of values to be a solution to an equation.
		  ○ I can find solutions to equations by reasoning about a situation or by using algebra.
		• Lesson 5: Equations and Their Graphs
		  ○ I can use graphing technology to graph linear equations and identify solutions to the equations.
		  ○ I understand how the coordinates of the points on the graph of a linear equation are related to the equation.
		  ○ When given the graph of a linear equation, I can explain the meaning of the points on the graph in terms of the situation it represents.

2 Manipulating Equations and Understanding Their Structure (Lessons	• I can justify why two expressions are equivalent using algebraic moves (Lessons 6 and 7).
	• I can strategically isolate a variable within an equation based on the context of the problem (Lessons 8 and 9).
		• Lesson 6: Equivalent Equations
		  ○ I can tell whether two expressions are equivalent and explain why or why not.
		  ○ I know and can identify the moves that can be made to transform an equation into an equivalent one.
		  ○ I understand what it means for two equations to be equivalent, and how equivalent equations

6-11)	• I can identify key features of linear relationships within equations and graphs (Lessons 10 and 11).	can be used to describe the same situation in different ways. • Lesson 7: Explaining Steps for Rewriting Equations ○ I can explain why some algebraic moves create equivalent equations but some do not. ○ I know how equivalent equations are related to the steps of solving equations. ○ I know what it means for an equation to have no solutions and can recognize such an equation. • Lesson 8: Which Variable to Solve for? (Part 1) ○ Given an equation, I can solve for a particular variable (like height, time, or length) when the equation would be more useful in that form. ○ I know the meaning of the phrase "to solve for a variable." • Lesson 9: Which Variable to Solve for? (Part 2) ○ I can write an equation to describe a situation that involves multiple quantities whose values are not known, and then solve the equation for a particular variable. ○ I know how solving for a variable can be used to quickly calculate the values of that variable. • Lesson 10: Connecting Equations to Graphs (Part 1) ○ I can describe the connections between an equation of the form $ax + by = c$, the features of its graph, and the rate of change in the situation. ○ I can graph a linear equation of the form $ax + by = c$. ○ I understand that rewriting the equation for a line in different forms can make it easier to find certain kinds of information about the relationship and about the graph. • Lesson 11: Connecting Equations to Graphs (Part 2) ○ I can find the slope and vertical intercept of a line with equation $ax + by = c$. ○ I can take an equation of the form $ax + by = c$ and rearrange it into the equivalent form $y = mx + b$. ○ I can use a variety of strategies to find the slope and vertical intercept of the graph of a linear equation given in different forms.
3 Systems of Linear Equations in Two Variables (Lessons 12-17)	• I can strategically solve a system of equations algebraically and graphically (Lessons 12-17). • I can interpret information about the solutions to a system of equations using the structure of the equation (Lessons 12-17).	• Lesson 12: Writing and Graphing Systems of Linear Equations ○ I can explain what we mean by "the solution to a system of linear equations" and can explain how the solution is represented graphically. ○ I can explain what we mean when we refer to two equations as a system of equations. ○ I can use tables and graphs to solve systems of equations. • Lesson 13: Solving Systems by Substitution ○ I can solve systems of equations by substituting a variable or an expression.

		○ I know more than one way to perform substitution and can decide which way or what to substitute based on how the given equations are written. ● Lesson 14: Solving Systems by Elimination (Part 1) ○ I can solve systems of equations by adding or subtracting them to eliminate a variable. ○ I know that adding or subtracting equations in a system creates a new equation, where one of the solutions to this equation is the solution to the system. ● Lesson 15: Solving Systems by Elimination (Part 2) ○ I can explain why adding or subtracting two equations that share a solution results in a new equation that also shares the same solution. ● Lesson 16: Solving Systems by Elimination (Part 3) ○ I can solve systems of equations by multiplying each side of one or both equations by a factor, then adding or subtracting the equations to eliminate a variable. ○ I understand that multiplying each side of an equation by a factor creates an equivalent equation whose graph and solutions are the same as that of the original equation. ● Lesson 17: Systems of Linear Equations and Their Solutions ○ I can tell how many solutions a system has by graphing the equations or by analyzing the parts of the equations and considering how they affect the features of the graphs. ○ I know the possibilities for the number of solutions a system of equations could have.

Unit Title:

Unit 3: Inequalities (Unit 2C)

Relevant Standards: Bold indicates priority

Lesson	Standards
Alg1.2.18	HSA-CED.A.3, HSN-Q.A.2
Alg1.2.19	HSA-CED.A.1, HSA-REI.B.3
Alg1.2.20	HSA-CED.A.1, HSA-CED.A.3, HSA-REI.B.3
Alg1.2.21	HSA-REI.D.12
Alg1.2.22	HSA-CED.A.3, HSA-REI.D.10, HSA-REI.D.12
Alg1.2.23	HSA-CED.A.3, HSA-REI.D.12
Alg1.2.24	HSA-CED.A.3, HSA-REI.D.12
Alg1.2.25	HSA-REI.D.12
Alg1.2.26	HSA-CED.A.3, HSA-REI.D.12, HSN-Q.A.2

Unit Narrative:

In this unit, students rely on their understanding of equations to explore inequalities in one and two variables. They see that inequalities are a handy way to express constraints that involve an upper or lower limit, and can be satisfied by a range of values rather than a single value. Students see that a solution to an inequality (in one or two variables) is a value or a pair of values that makes the inequality true, and a solution to a system of inequalities in two variables is any pair of values that make both inequalities in the system true. The solution set of a system of inequalities, they learn, can be best represented by graphing.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 20 CFA 2: Lesson 23 EoU: Algebra 1 Unit 2 End-of-Unit Assessment	15 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English	Pear Assessment DESMOS
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Solution to a system of inequalities, system of inequalities	• DESMOS • Pear Assessment
Connections to Prior Units:	**Connections to Future Units:**

Grade 6, Unit 6	Algebra 1, Unit 5
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Support decoding of text, mathematical notation, and symbols	• Allow the use of Text-to-Speech • Use automatic voicing with digital mathematical notation (Math ML) • Use digital text with an accompanying human voice recording (e.g., Daisy Talking Books) • Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs) • Offer clarification of notation through lists of key terms
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . .determine the meaning of words and phrases in oral presentations and literary and informational text.	Learning Target: I can write and solve linear inequalities in two variables and justify their solutions. • Level 1: Relying on context, visual aids, and knowledge of morphology in the native language, I can use the correct inequality symbol to create an inequality. • Level 2: Using context, visual aids, reference materials, and knowledge of morphology in the native language, I can use the correct inequality symbol to create an inequality from a given representation. • Level 3: Using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), I can explain the constraint of a given inequality. • Level 4: Using context, reference materials, and an increasing knowledge of English morphology, I can explain the constraint of a given inequality and justify its solution. • Level 5: Using context, reference materials, and knowledge of English morphology, I can justify how a solution to an inequality satisfies its constraints.

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**
1 Linear Inequalities in One Variable (Lessons 18-20)	• I can write and solve linear inequalities in one variable and justify their solutions (Lessons 18-20).	Lesson 18: Representing Situations with Inequalities • I can write inequalities that represent the constraints in a situation. Lesson 19: Solutions to Inequalities in One Variable • I can graph the solution to an inequality in one variable.

		• I can solve one-variable inequalities and interpret the solutions in terms of the situation. • I understand that the solution to an inequality is a range of values (such as x>7) that make the inequality true. Lesson 20: Writing and Solving Inequalities in One Variable • I can analyze the structure of an inequality in one variable to help determine if the solution is greater or less than the solution to the related equation. • I can write and solve inequalities to answer questions about a situation.
2 Linear Inequalities in Two Variables (Lessons 21-23)	• I can write and solve linear inequalities in two variables and justify their solutions (Lessons 21-23).	Lesson 21: Graphing Linear Inequalities in Two Variables (Part 1) • Given a two-variable inequality and the graph of the related equation, I can determine which side of the line the solutions to the inequality will fall. • I can describe the graph that represents the solutions to a linear inequality in two variables. Lesson 22: Graphing Linear Inequalities in Two Variables (Part 2) • Given a two-variable inequality that represents a situation, I can interpret points in the coordinate plane and decide if they are solutions to the inequality. • I can find the solutions to a two-variable inequality by using the graph of a related two-variable equation. • I can write inequalities to describe the constraints in a situation. Lesson 23: Solving Problems with Inequalities in Two Variables • I can use graphing technology to find the solution to a two-variable inequality. • When given inequalities, graphs, and descriptions that represent the constraints in a situation, I can connect the different representations and interpret them in terms of the situation.
3 Systems of Linear Inequalities in Two Variables (Lessons 24-26)	• I can solve systems of linear inequalities graphically and make sense of values that fall within the solution region (Lessons 24-26).	Lesson 24: Solutions to Systems of Linear Inequalities in Two Variables • I can write a system of inequalities to describe a situation, find the solution by graphing, and interpret points in the solution. • I know what is meant by "the solutions to a system of inequalities" and can describe the graphs that represent the solutions. • When given descriptions and graphs that represent two different constraints, I can find values that satisfy each constraint individually, and values that satisfy both constraints at once. Lesson 25: Solving Problems with Systems of Linear Inequalities in Two Variables

		• I can explain how to tell if a point on the boundary of the graph of the solutions to a system of inequalities is a solution or not. Lesson 26: Modeling with Systems of Inequalities in Two Variables • I can interpret inequalities and graphs in a mathematical model. • I know how to choose variables, specify the constraints, and write inequalities to create a mathematical model.

Unit Title:

Unit 4: Functions

Relevant Standards: Bold indicates priority

Lesson	Standards
Alg1.4.1	HSF-IF.A.1, HSF-IF.B.4
Alg1.4.2	HSF-IF.A.1, HSF-IF.A.2, HSF-IF.B.4
Alg1.4.3	HSF-IF.A.2, HSF-IF.B.4
Alg1.4.4	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.A.1, HSF-IF.A.2, HSF-IF.B.4, HSF-IF.C
Alg1.4.5	HSA-REI.A.1, HSF-IF.A.2, HSF-IF.B.4, HSF-IF.C.7
Alg1.4.6	HSF-IF.B.4
Alg1.4.7	HSF-IF.B.6
Alg1.4.8	HSF-IF.B.4, HSF-IF.B.6
Alg1.4.9	HSA-REI.D.11, HSF-IF.B.4, HSF-IF.B.6
Alg1.4.10	HSF-IF.B, HSF-IF.B.5
Alg1.4.11	HSF-IF.B.4, HSF-IF.B.5
Alg1.4.12	HSF-IF.A.2, HSF-IF.B.5, HSF-IF.C, HSF-IF.C.7, HSF-IF.C.7.b
Alg1.4.13	HSF-IF.C, HSF-IF.C.7.b
Alg1.4.14	HSF-BF.A.1, HSF-BF.A.1.a, HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7.b
Alg1.4.15	HSF-BF.B.4
Alg1.4.16	HSA-CED.A.4, HSF-BF.B.4
Alg1.4.17	HSF-BF.A.1, HSF-BF.B.4, HSF-BF.B.4.a, HSF-IF.A.2, HSF-IF.B.4, HSS-ID.B.6.a, HSS-ID.B.6.c
Alg1.4.18	HSF-BF.A.1, HSF-IF.B.6, HSS-ID.B.6, HSS-ID.B.6.a, HSS-ID.B.6.c

Unit Narrative:

In this unit, students expand their understanding of functions, building on what they learned in grade 8. Students develop their capacity to represent, interpret, and use functions to make sense of quantities in situations and to solve problems. They are introduced to new tools for communicating about functions: function notation, domain and range, average rates of change, and mathematical terms for describing key features of graphs. They also develop their ability to gather information about a function from its graph, by connecting features of the graph to features of the situation and other representations, and to sketch a graph that tells the story about the function. Along the way, students begin to distinguish categories of functions: linear functions, piecewise-defined functions (the absolute value function, in particular), and inverse functions. Throughout the unit, students use, interpret, and connect the different representation of functions, both in and out of context.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 5 CFA 2: Lesson 7 CFA 3: Lesson 12 CFA 4: Lesson 16 MoU: After Lesson 9 (scientific calculator) #5 identify City A as Red/dotted and City B blue/solid–reorder problems (1,7,2,6....) EoU: Assessment A	20 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources- English	Pear Assessment DESMOS
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
dependent variable, function, independent variable, function notation, decreasing (function, horizontal intercept, increasing (function), maximum, minimum, vertical intercept, average rate of change, domain, range, piecewise function, absolute value, inverse (function)	• DESMOS • Pear Assessment
Connections to Prior Units:	**Connections to Future Units:**
Grade 8 Unit 5	Algebra 1 Unit 5
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in text, graphs, tables and formulas • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	Compare key features of graphs of functions and interpret them in context. • Level 1- with prompting and supports, I can verbally or nonverbally express the key features of graphs of functions using a limited number of words and phrases.

		• Level 2-with prompting and supports, I can compare key features of graphs of functions using academic and domain specific vocabulary • Level 3- with guidance and supports, I can compare key features of graphs of functions using academic and domain specific vocabulary • Level 4- I can compare and interpret key features of graphs of functions using academic and domain specific vocabulary • Level 5- I can use academic and math vocabulary to address a counter argument about the key features of graphs of functions and interpret what they mean in a context.
Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Functions and Their Representations (Lessons 1-5)	• Interpret functions represented verbally, graphically and in function notation in context of a real world situation. • Write and solve equations given in function notation, either by graphing or by reasoning algebraically.	Lesson 1 Describing and Graphing Situations • I can explain when a relationship between two quantities is a function. • I can identify independent and dependent variables in a function, and use words and graphs to represent the function. • I can make sense of descriptions and graphs of functions and explain what they tell us about situations. Lesson 2: Function Notation • I can use function notation to express functions that have specific inputs and outputs. • I understand what function notation is and why it exists. • When given a statement written in function notation, I can explain what it means in terms of a situation. Lesson 3: Interpreting & Using Function Notation • I can describe the connections between a statement in function notation and the graph of the function. • I can use function notation to efficiently represent a relationship between two quantities in a situation. • I can use statements in function notation to sketch a graph of a function. Lesson 4: Using Function Notation to Describe Rules (Part 1) • I can make sense of rules of functions when they are written in function notation, and create tables and graphs to represent the functions. • I can write equations that represent the rules of functions. Lesson 5: Using Function Notation to Describe Rules (Part 2) • I can use technology to graph a function given in function notation, and use the graph to find the values of the function.

		• I know different ways to find the value of a function and to solve equations written in function notation. • I know what makes a function a linear function.
2 Analyzing and Creating Graphs of Functions (Lessons 6-9)	• Compare key features of graphs of functions and interpret them in context. • Interpret statements about two or more functions written in function notation.	Lesson 6: Features of Graphs • I can identify important features of graphs of functions and explain what they mean in the situations represented. • I understand and can use the terms "horizontal intercept," "vertical intercept," "maximum," and "minimum" when talking about functions and their graphs. Lesson 7: Using Graphs to Find Average Rate of Change • I understand the meaning of the term "average rate of change." • When given a graph of a function, I can estimate or calculate the average rate of change between two points. Lesson 8: Interpreting and Creating Graphs • I can explain the average rate of change of a function in terms of a situation. • I can make sense of important features of a graph and explain what they mean in a situation. • When given a description or a visual representation of a situation, I can sketch a graph that shows important features of the situation. Lesson 9: Comparing Graphs • I can compare the features of graphs of functions and explain what they mean in the situations represented. • I can make sense of an equation of the form $f(x)=g(x)$ in terms of a situation and a graph, and know how to find the solutions. • I can make sense of statements about two or more functions when they are written in function notation.
3 A Closer Look at Inputs and Outputs (Lessons 10-14)	• Determine and interpret domain and range given different representations. • Understand a piecewise function as a function defined by different rules for different intervals of the domain. • Interpret an absolute value function described in words or in function notation	Lesson 10: Domain and Range (Part 1) • I know what is meant by the "domain" and "range" of a function. • When given a description of a function in a situation, I can determine a reasonable domain and range for the function. Lesson 11: Domain and Range (Part 2) • When given a description of a function in a situation, I can determine a reasonable domain and range for the function. Lesson 12: Piecewise Functions • I can make sense of a graph of a piecewise function in terms of a situation, and sketch a graph of the function when the rules are given. • I can make sense of the rules of a piecewise function when they are written in function notation and explain what they mean in the situation represented.

		• I understand what makes a function a piecewise function. Lesson 13: Absolute Value Functions (Part 1) • Given a set of numerical guesses and a target number, I can calculate absolute errors and create a scatter plot of the data. • I can analyze and describe features of a scatter plot that shows absolute error data. • I can describe the general relationship between guesses and absolute errors using words or equations. Lesson 14: Absolute Value Functions (Part 2) • I can describe the effects of adding a number to the expression that defines an absolute value function. • I can explain the meaning of absolute value function in terms of distance. • When given an absolute value function in words or in function notation, I can make sense of it, and can create a table of values and a graph to represent it.
4 Inverse Functions (Lessons 15-17)	• Interpret an inverse function in terms of the quantities in a situation. • Write a linear function and an inverse function to model data and solve problems.	Lesson 15: Inverse Functions • I understand the meaning of “inverse function” and how it could be found. • When given a linear function that represents a situation, I can use words and equations to describe the inverse function. Lesson 16: Finding and Interpreting Inverse Functions • I can explain the meaning of an inverse function in terms of a situation. • When I have an equation that defines a linear function, I know how to find its inverse. Lesson 17: Writing Inverse Functions to Solve Problems • I can write a linear function to model given data and find the inverse of the function. • When given a linear function defined using function notation, I know how to find its inverse.

Unit Title:

Unit 5: Introduction to Exponential Functions

Relevant Standards: Bold indicates priority

Lesson	Standards
Alg1.5.1	HSF-BF.A.1.a, HSF-IF.B.4, HSF-LE.A.3
Alg1.5.2	HSF-BF.A, HSF-BF.A.1.a, HSF-IF.B.4, HSF-LE.A.1, HSF-LE.A.2
Alg1.5.3	HSA-CED.A.2, HSF-BF.A.1.a, HSF-IF.C.7, HSF-LE.B.5
Alg1.5.4	HSA-CED.A.2, HSA-SSE.A.1, HSF-BF.A, HSF-BF.A.1.a, HSF-LE.A.2, HSF-LE.B.5
Alg1.5.5	HSA-CED.A.2, HSF-BF.A, HSF-IF.B.4, HSF-IF.C.7.e, HSF-LE.A.2, HSF-LE.B.5
Alg1.5.6	HSA-CED.A.2, HSF-BF.A.1, HSF-IF.B.4
Alg1.5.7	HSA-CED.A.2, HSA-SSE.A.1, HSF-IF.B.4, HSF-IF.C.7.e, HSF-LE.B.5, HSN-Q.A.1
Alg1.5.8	HSF-IF.A.2, HSF-IF.B, HSF-IF.B.5, HSF-IF.C.7, HSF-LE.A.2, HSN-Q.A.1
Alg1.5.9	HSA-SSE.A, HSF-IF.A.2, HSF-IF.B.5, HSF-IF.C.7.e, HSF-LE.A.2
Alg1.5.10	HSF-IF.B.6
Alg1.5.11	HSF-BF.A.1, HSF-IF.A.2, HSF-IF.B.4, HSF-IF.B.5, HSF-LE.A.1, HSF-LE.A.1.c, HSF-LE.A.2, HSF-LE.B.5, HSN-Q.A.1, HSN-Q.A.3, HSS-ID.B.6.a
Alg1.5.12	HSF-IF.B.4, HSF-LE.B.5
Alg1.5.13	HSF-IF.B.4, HSF-LE.A.2, HSF-LE.B.5
Alg1.5.14	HSF-LE.A.2
Alg1.5.15	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.B.6, HSF-IF.C.7.e, HSF-LE.A.2
Alg1.5.16	HSF-BF.A.1.a
Alg1.5.17	HSA-SSE.A, HSA-SSE.A.1, HSF-BF.A.1.a, HSF-IF.A.2, HSN-Q.A.2
Alg1.5.18	HSA-SSE.A.1.b, HSA-SSE.B.3.c, HSF-IF.A.2, HSF-IF.C.8, HSF-IF.C.8.b
Alg1.5.19	HSF-IF.A.2, HSF-IF.B.4, HSF-IF.B.5, HSF-LE.A.1, HSF-LE.A.2, HSF-LE.A.3
Alg1.5.20	HSF-LE.A.1.a, HSF-LE.A.1.b, HSF-LE.A.2
Alg1.5.21	HSF-LE.A.1, HSF-LE.A.1.b, HSF-LE.A.1.c, HSF-LE.A.2, HSN-Q.A.3, HSS-ID.B.6.a

Unit Narrative:

In this unit, students are introduced to exponential relationships. Students learn that exponential relationships are characterized by a constant quotient over equal intervals, and compare them to linear relationships which are characterized by a constant difference over equal intervals. They encounter contexts with quantities that change exponentially. These contexts are presented verbally and with tables and graphs. They construct equations and use them to model situations and solve problems. They learn that the output of an increasing exponential function is eventually greater than the output of an increasing linear function for the same input.

Students view these new types of relationships as functions and employ the notation and terminology of functions (for example, dependent and independent variables). They study graphs of exponential functions both in terms of contexts they represent and abstract functions that don't represent a particular context, observing the effect of different values of and on the graph of the function f represented by $f(x) = ab^x$. The context of credit (both in terms of loans and savings) is used through several lessons.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 4 CFA 2: Lesson 7 CFA 3: Lesson 17 MoU: Assessment A EoU: Assessment A (consider removing #4)	23 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English	Desmos Pear Assessment
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Growth factor, exponential function, growth rate,	• DESMOS • Pear Assessment
Connections to Prior Units:	**Connections to Future Units:**
Grade 8 Unit 7	Algebra 1 Unit 6 Algebra 2 Units 1 and 4
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Guide information processing and visualization	• Give explicit prompts for each step in a sequential process • Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations) • Introduce graduated scaffolds that support information processing strategies • Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media) • "Chunk" information into smaller elements • Progressively release information (e.g., sequential highlighting) • Remove unnecessary distractions unless they are

	essential to the instructional goal
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	Interpret equations that represent exponential growth situations or exponential decay situations. • Level 1: With prompting and supports, I can identify exponential growth or decay situations verbally or nonverbally. • Level 2: With prompting and supports, I can represent an exponential growth or decay situation with a graph or equation. • Level 3: With guidance and supports, I can describe why a situation is exponential growth or decay through written exchange or orally. • Level 4: I can participate in conversations using academic and domain specific vocabulary to compare and contrast situations that involve exponential growth or decay. • Level 5: I can summarize the impact of a negative exponent in exponential growth or decay situations and interpret what it means.

Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Looking at Growth (Lessons 1-2)	• Given descriptions of linear and exponential relationships, I can create tables of values, write expressions and interpret graphs.	Lesson 1: Growing and Growing • I can compare growth patterns using calculations and graphs. Lesson 2: Patterns of Growth • I can use words and expressions to describe patterns in tables of values. • When I have descriptions of linear and exponential relationships, I can write expressions and create tables of values to represent them.
2 A New Kind of Relationship (Lessons 3-7)	• Interpret equations that represent exponential growth situations or exponential decay situations. • Write and graph an equation that represents exponential growth or exponential decay to solve problems.	Lesson 3: Representing Exponential Growth • I can explain the connections between an equation and a graph that represents exponential growth. • I can write and interpret an equation that represents exponential growth. Lesson 4: Understanding Decay • I can use only multiplication to represent "decreasing a quantity by a fraction of itself." • I can write an expression or equation to represent a quantity that decays exponentially. I know the meanings of “exponential growth” and “exponential decay.” Lesson 5: Representing Exponential Decay • I can explain the meanings of and in an equation that represents exponential decay and is written as . y = a*b^x • I can find a growth factor from a graph and write an equation to represent exponential decay.

		• I can graph equations that represent quantities that change by a growth factor between 0 and 1. Lesson 6: Analyzing Graphs • I can use graphs to compare and contrast situations that involve exponential decay. • I can use information from a graph to write an equation that represents exponential decay. Lesson 7: Using Negative Exponents • I can describe the meaning of a negative exponent in equations that represent exponential decay. • I can write and graph an equation that represents exponential decay to solve problems.
3 Exponential Functions (Lessons 8-13)	• Interpret graphs of exponential functions and equations written in function notation to answer questions about a context. • Understand that an exponential function, unlike a linear function, has different average rate of change values for different intervals. • Use exponential functions to model situations that involve exponential growth or decay.	Lesson 8: Exponential Situations as Functions • I can use function notation to write equations that represent exponential relationships. • When I see relationships in descriptions, tables, equations, or graphs, I can determine whether the relationships are functions. Lesson 9: Interpreting Exponential Functions • I can analyze a situation and determine whether it makes sense to connect the points on the graph that represents the situation. • When I see a graph of an exponential function, I can make sense of and describe the relationship using function notation. Lesson 10: Looking at Rates of Change • I can calculate the average rate of change of a function over a specified period of time. • I know how the average rate of change of an exponential function differs from that of a linear function. Lesson 11: Modeling Exponential Behavior • I can use exponential functions to model situations that involve exponential growth or decay. • When given data, I can determine an appropriate model for the situation described by the data. Lesson 12: Reasoning about Exponential Graphs (Part 1) • I can describe the effect of changing and on a graph that represents . • I can use equations and graphs to compare exponential functions. Lesson 13: Reasoning about Exponential Graphs (Part 2) • I can explain the meaning of the intersection of the graphs of two functions in terms of the situations they represent. • When I know two points on a graph of an exponential function, I can write an equation for the function.
4 Percent Growth and Decay (Lessons 14-18)	• Interpret and evaluate exponential expressions to solve problems. • Write equivalent expressions to highlight different aspects of a situation that involves	Lesson 14: Recalling Percent Change • I can find the result of applying a percent increase or decrease on a quantity. • I can write different expressions to represent a starting amount and a percent increase or decrease. Lesson 15: Functions Involving Percent Change • I can use graphs to illustrate and compare different percent increases.

	repeated percent increase or decrease. ● Compare interest rates and compounding intervals to choose the better investment option.	● I can write a numerical expression or an algebraic expression to represent the result of applying a percent increase repeatedly. Lesson 16: Compounding Interest ● I can explain why applying a percent increase, p, n times is like or unlike applying the percent increase $n \cdot p$. Lesson 17: Different Compounding Intervals ● I can calculate interest when I know the starting balance, interest rate, and compounding intervals. ● When given interest rates and compounding intervals, I can choose the better investment option. Lesson 18: Expressed in Different Ways ● I can solve problems using exponential expressions written in different ways. ● I can write equivalent expressions to represent situations that involve repeated percent increase or decrease.
5 Compare Linear and Exponential Functions (Lessons 19-20)	● Calculate and compare rates of change of both linear and exponential functions given graphs, equations, or tables.	Lesson 19: Which One Changes Faster? ● I can use tables, calculations, and graphs to compare growth rates of linear and exponential functions and predict how the quantities change eventually. Lesson 20: Changes over Equal Intervals ● I can calculate rates of change of functions given graphs, equations, or tables. ● I can use rates of change to describe how a linear function and an exponential function change over equal intervals.

Unit Title:

Unit 6: Introduction to Quadratic Functions

Relevant Standards: Bold indicates priority

Lesson	Standards
Alg1.6.1	HSF-BF.A.1.a, HSF-LE.A
Alg1.6.2	HSA-SSE.A.1, HSA-SSE.B.3, HSF-BF.A.1.a
Alg1.6.3	HSA-SSE.A.1, HSF-BF.A.1.a, HSF-IF.A.2
Alg1.6.4	HSF-BF.A.1.a, HSF-IF.C, HSF-LE.A.3
Alg1.6.5	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.A.2
Alg1.6.6	HSF-BF.A.1, HSF-BF.A.1.a, HSF-IF.B.5, HSF-IF.C, HSF-IF.C.7.a
Alg1.6.7	HSF-BF.A.1.a, HSF-IF.B.5, HSF-IF.C.7.a
Alg1.6.8	HSA-SSE.A, HSA-SSE.A.2, HSA-SSE.B.3, HSF-IF.C.8
Alg1.6.9	HSA-SSE.A.2, HSA-SSE.B.3, HSF-IF.C.8
Alg1.6.10	HSA-SSE.B.3
Alg1.6.11	HSA-SSE.A, HSF-IF.C.7.a
Alg1.6.12	HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7, HSF-LE.A.2
Alg1.6.13	HSA-SSE.B.3, HSF-BF.B.3, HSF-IF.C.7, HSF-IF.C.7.a
Alg1.6.14	HSF-IF.A.2, HSF-IF.B.4, HSF-IF.C.7.a, HSF-IF.C.8, HSF-IF.C.9
Alg1.6.15	HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7.a, HSF-IF.C.8.a
Alg1.6.16	HSF-IF.C, HSF-IF.C.7.a
Alg1.6.17	HSF-BF.B.3, HSF-IF.C, HSF-IF.C.7.a

Unit Narrative:

In this unit, students study quadratic functions systematically. They look at patterns which grow quadratically and contrast them with linear and exponential growth. Then they examine other quadratic relationships via tables, graphs, and equations, gaining appreciation for some of the special features of quadratic functions and the situations they represent. They analyze equivalent quadratic expressions and how these expressions help to reveal important behavior of the associated quadratic function and its graph. They gain an appreciation for the factored, standard, and vertex forms of a quadratic function and use these forms to solve problems.

Demonstration of Learning:	Pacing for Unit
CFA 1: Lesson 3 CFA 2: Lesson 9 CFA 3: Lesson 14	19 Days

MoU: Version A EoU: Version A	
Family Overview (link below)	**Integration of Technology:**
Family Resources-English	DESMOS Pear Assessment
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Quadratic expression, quadratic function, vertex (of a graph), zero (of a function), factored form (of a quadratic expression) standard form (of a quadratic expression), vertex form	• DESMOS • Pear Assessment
Connections to Prior Units:	**Connections to Future Units:**
None	Algebra 1 Unit 7 Geometry Unit 6
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in word problems, graphics, diagrams, formulas • Use concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . .construct grade-appropriate oral and written claims and support them with reasoning and evidence.	Learning Target: I can describe (orally and in writing) how the structure of a quadratic equation expressed in standard, factored and vertex form determines the key features of its graph. • Level 1: With prompting and supports, I can identify standard, factored, and vertex forms of quadratic equations. • Level 2: With prompting and supports, I can identify key features of quadratic equations written in standard, factored, and vertex forms. • Level 3: With guidance and support, I can match key features in quadratic equations to quadratic graphs. • Level 4: I can use the structure of a quadratic equation to represent it graphically.

		• Level 5: I can describe (orally and in writing) how the structure of a quadratic equation expressed in standard, factored and vertex form determines the key features of its graph.
Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
A Different Kind of Change (Lessons 1-2)	• Describe (orally and in writing) a pattern of change associated with a quadratic relationship.	• I can create drawings, tables, and graphs that represent the area of a garden. • I can recognize a situation represented by a graph that increases then decreases. • I can describe how a pattern is growing. • I can tell whether a pattern is growing linearly, exponentially, or quadratically. • I know a quadratic expression has a squared term.
Quadratic Functions (Lessons 3-7)	• Demonstrate using visual models, graphs, tables, and calculations to show that exponential functions eventually overtake quadratic functions. • Write and interpret (orally and in writing) quadratic functions that model real world situations. represent a physical phenomenon.	• I can recognize quadratic functions written in different ways. • I can use information from a pattern of shapes to write a quadratic function. • I know that, in a pattern of shapes, the step number is the input and the number of squares is the output. • I can explain using graphs, tables, or calculations that exponential functions eventually grow faster than quadratic functions. • I can explain the meaning of the terms in a quadratic expression that represents the height of a falling object. • I can use tables, graphs and equations to represent the height of a falling object. • I can create quadratic functions and graphs that represent a situation. • I can relate the vertex of a graph and the zeros of a function to a situation. • I know that the domain of a function can depend on the situation it represents. • I can choose a domain that makes sense in a revenue situation. • I can model revenue with quadratic functions and graphs. • I can relate the vertex of a graph and the zeros of a function to a revenue situation.
Working with Quadratic Expressions (Lessons 8-10)	• Given a quadratic expression in factored form, I can rewrite it in standard form. • Interpret (orally and in writing) the meaning of y-intercepts and x-intercepts on a graph of a quadratic function that represents a context.	• I can rewrite quadratic expressions in different forms by using an area diagram or the distributive property. • I can rewrite quadratic expressions given in factored form in standard form using either the distributive property or a diagram. • I know the difference between “factored form” and “standard form.” • I can explain the meaning of the intercepts on a graph of a quadratic function in terms of the situation it represents.

		• I know how the numbers in the factored form of a quadratic expression relate to the intercepts of its graph.
Features of Graphs of Quadratic Functions (Lessons 11-17)	• Given a quadratic function in factored form, explain how to determine the vertex and x -intercept of its graph. • I can graph a quadratic function. • I can explain how a quadratic equation and its graph relate to a situation. • Describe (orally and in writing) how the structure of a quadratic equation expressed in standard, factored and vertex form determine the key features of its graph.	• I can graph a quadratic function given in factored form. • I know how to find the vertex and y-intercept of the graph of a quadratic function in factored form without graphing it first. • I can explain how the a and c in affect $y = ax^2 + bx + c$ the graph of the equation. • I understand how graphs, tables, and equations that represent the same quadratic function are related. • I can explain how the b in $y = ax^2 + bx + c$ affects the graph of the equation. • I can match equations given in standard and factored form with their graph. • I can explain how a quadratic equation and its graph relate to a situation. • I can recognize the “vertex form” of a quadratic equation. • I can relate the numbers in the vertex form of a quadratic equation to its graph. • I can graph a quadratic function given in vertex form, showing a maximum or minimum and the -intercept. • I know how to find a maximum or a minimum of a quadratic function given in vertex form without first graphing it. • I can describe how changing a number in the vertex form of a quadratic function affects its graph.

Unit Title:

Unit 7: Quadratic Equations

Relevant Standards: Bold indicates priority

Lesson	Standards
Alg1.7.1	HSA-CED.A.1, HSA-CED.A.3
Alg1.7.2	HSA-CED.A.1, HSA-REI.B.4
Alg1.7.3	HSA-REI.A.1, HSA-REI.B.4.b
Alg1.7.4	HSA-CED.A.1, HSA-REI.B.4, HSA-REI.B.4.b, HSA-SSE.B.3
Alg1.7.5	HSA-REI.A.1, HSA-REI.B.4, HSA-REI.B.4.b, HSA-REI.D, HSA-REI.D.10
Alg1.7.6	HSA-REI.B.4.b, HSA-SSE.A.2, HSA-SSE.B.3.a
Alg1.7.7	HSA-REI.B.4.b, HSA-SSE.A.2, HSA-SSE.B.3.a
Alg1.7.8	HSA-REI.B.4.b, HSA-SSE.A.2, HSA-SSE.B.3.a
Alg1.7.9	HSA-REI.B.4, HSA-REI.B.4.b, HSA-SSE.B.3.a
Alg1.7.10	HSA-REI.B.4.b, HSA-REI.D, HSA-SSE.A, HSA-SSE.A.2, HSA-SSE.B.3.a, HSF-IF.B.4
Alg1.7.11	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-SSE.A.2
Alg1.7.12	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-SSE.A, HSA-SSE.A.2
Alg1.7.13	HSA-REI.A, HSA-REI.B.4.b
Alg1.7.14	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-SSE.A.2
Alg1.7.15	HSA-REI.B.4.a, HSA-REI.B.4.b, HSA-REI.D, HSN-RN.B
Alg1.7.16	HSA-REI.B.4.b, HSA-SSE.A
Alg1.7.17	HSA-CED.A.1, HSA-REI.A, HSA-REI.B.4, HSA-REI.B.4.b, HSF-IF.B.5
Alg1.7.18	HSA-CED.A.1, HSA-REI.B.4.b, HSF-IF.A.2
Alg1.7.19	HSA-REI.B.4.a, HSA-SSE.A.2
Alg1.7.20	HSA-REI.B.4.b, HSF-IF.C.7.a, HSN-RN.B.3
Alg1.7.21	HSA-REI.B.4.b, HSN-RN.B, HSN-RN.B.3
Alg1.7.22	HSA-SSE.A.2, HSA-SSE.B.3, HSA-SSE.B.3.b, HSF-IF.C
Alg1.7.23	HSA-SSE.B.3.b, HSF-IF.C, HSF-IF.C.9
Alg1.7.24	HSA-REI.B.4.b, HSA-REI.C.7, HSF-IF.C.8.a

Unit Narrative:

In this unit, students interpret, write, and solve quadratic equations. They learn that writing and solving quadratic equations is a way to precisely describe and answer questions about quadratic functions. It is especially useful for finding input values that produce certain outputs.

Students solve quadratic equations by reasoning, by rewriting expressions in factored form and using the zero product property, by completing the square, and by applying the quadratic formula. They also rewrite expressions in vertex form to solve problems about the maximum or minimum value of a function. Along the way, students see that quadratic equations may have 2, 1, or 0 solutions, and that the solutions may be rational or irrational.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 5 CFA 2: Lesson 8 CFA 3: Lesson 14 MoU: Version A EoU: Version A	27 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English Family Resources-Spanish	DESMOS Pear Assessment
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Quadratic expression, factored form, quadratic equation, standard form, zero, zero product property, coefficient, constant term, linear term, perfect square, rational number, completing the square, irrational number, quadratic formula, vertex form, maximum, minimum	DESMOS Pear Assessment
Connections to Prior Units:	**Connections to Future Units:**
None	Geometry Unit 6 Algebra 2 Unit 2
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**

An EL can . . .construct grade-appropriate oral and written claims and support them with reasoning and evidence.		Learning Target: I can recognize and solve quadratic equations in multiple ways. • Level 1: With prompting and supports, I can write a quadratic equation that represents a situation. • Level 2: With prompting and supports, I can rewrite quadratic equations from standard form to factored form. • Level 3: With guidance and support, I can solve equations in factored form. • Level 4: I can recognize the number of solutions to a quadratic equation. • Level 5: I can recognize and solve quadratic equations in multiple ways.
Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Finding Unknown Inputs (Lessons 1-2)	• I can recognize a quadratic equation in multiple forms and reason about its solutions in terms of a situation. (Lessons 1-2)	Lesson 1: Finding Unknown Inputs • I can explain the meaning of a solution to an equation in terms of a situation. • I can write a quadratic equation that represents a situation. Lesson 2: When and Why Do We Write Quadratic Equations? • I can recognize the factored form of a quadratic expression and know when it can be useful for solving problems. • I can use a graph to find the solutions to a quadratic equation but also know its limitations.
2 Solving Quadratic Equations (Lessons 3-10)	• When in factored form, I can solve a quadratic equation. (Lessons 3, 4, 9, 10) • I can rewrite quadratic equations from standard form to factored form. (Lessons 6-8) • I can recognize the number of solutions to a quadratic equation. (Lesson 5, 9)	Lesson 3: Solving Quadratic Equations by Reasoning • I can find solutions to quadratic equations by reasoning about the values that make the equation true. • I know that quadratic equations may have two solutions. Lesson 4: Solving Quadratic Equations with the Zero Product Property • I can explain the meaning of the “zero product property.” • I can find solutions to quadratic equations when one side is a product of factors and the other side is zero. Lesson 5: How Many Solutions? • I can explain why dividing by a variable to solve a quadratic equation is not a good strategy. • I know that quadratic equations can have no solutions and can explain why there are none. Lesson 6: Rewriting Quadratic Expressions in Factored Form (Part 1) • I can explain how the numbers in a quadratic expression in factored form relate to the numbers in an equivalent expression in standard form. • When given quadratic expressions in factored form, I can rewrite them in standard form.

		• When given quadratic expressions in the form of $x^2 + bx + c$, I can rewrite them in factored form. Lesson 7: Rewriting Quadratic Expressions in Factored Form (Part 2) • I can explain how the numbers and signs in a quadratic expression in factored form relate to the numbers and signs in an equivalent expression in standard form. • When given a quadratic expression given in standard form with a negative constant term, I can write an equivalent expression in factored form. Lesson 8: Rewriting Quadratic Expressions in Factored Form (Part 3) • I can explain why multiplying a sum and a difference, $(x + m)(x - m)$, results in a quadratic expression with no linear term. • When given quadratic expressions in the form of $x^2 + bx + c$, I can rewrite them in factored form. Lesson 9: Solving Quadratic Equations by Using Factored Form • I can rearrange a quadratic equation to be written as an expression in factored form = 0 and find the solutions. • I can recognize quadratic equations that have 0, 1, or 2 solutions when they are written in factored form. Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4) • I can use the factored form of a quadratic expression or a graph of a quadratic function to answer questions about a situation. • When given quadratic expressions of the form $ax^2 + bx + c$ and a is not 1, I can write equivalent expressions in factored form.
3 Completing the Square (Lessons 11-15)	• I can complete the square using perfect-square expressions. (Lessons 11-14) • I can write irrational solutions to quadratic equations. (Lesson 15)	Lesson 11: What are Perfect Squares? • I can recognize perfect-square expressions written in different forms. • I can recognize quadratic equations that have a perfect-square expression and solve the equations. Lesson 12: Completing the Square (Part 1) • I can explain what it means to “complete the square” and describe how to do it. • I can solve quadratic equations by completing the square and finding square roots. Lesson 13: Completing the Square (Part 2) • When given a quadratic equation in which the coefficient of the squared term is 1, I can solve it by completing the square. Lesson 14: Completing the Square (Part 3) • I can complete the square for quadratic expressions of the form $ax^2 + bx + c$ when a is not 1 and explain the process.

		• I can solve quadratic equations in which the squared term coefficient is not 1 by completing the square. Lesson 15: Quadratic Equations with Irrational Solutions • I can use the radical and "plus-minus" symbols to represent solutions to quadratic equations. • I know why the plus-minus symbol is used when solving quadratic equations by finding square roots.
4 The Quadratic Formula (Lessons 16-21)	• I can apply the quadratic formula to solve quadratic equations. (Lessons 16-19) • I can determine whether solutions to a quadratic equation are irrational or rational. (Lessons 20-21)	Lesson 16: The Quadratic Formula • I can use the quadratic formula to solve quadratic equations. • I know some methods for solving quadratic equations can be more convenient than others. Lesson 17: Applying the Quadratic Formula (Part 1) • I can use the quadratic formula to solve an equation and interpret the solutions in terms of a situation. Lesson 18: Applying the Quadratic Formula (Part 2) • I can identify common errors when using the quadratic formula. • I know some ways to tell if a number is a solution to a quadratic equation. Lesson 19: Deriving the Quadratic Formula • I can explain the steps and complete some missing steps for deriving the quadratic formula. • I know how the quadratic formula is related to the process of completing the square for a quadratic equation $ax^2 + bx + c = 0$. Lesson 20: Rational and Irrational Solutions • I can explain why adding a rational number and an irrational number produces an irrational number. • I can explain why multiplying a rational number (except 0) and an irrational number produces an irrational number. • I can explain why sums or products of two rational numbers are rational. Lesson 21: Sums and Products of Rational and Irrational Numbers • I can explain why adding a rational number and an irrational number produces an irrational number. • I can explain why multiplying a rational number (except 0) and an irrational number produces an irrational number. • I can explain why sums or products of two rational numbers are rational.
5 Vertex Form Revisited (Lessons 22-23)	• I can identify key features of a quadratic relationship using its equation in vertex form. (Lessons 22-23)	Lesson 22: Rewriting Quadratic Expressions in Vertex Form • I can identify the vertex of the graph of a quadratic function when the expression that defines it is written in vertex form. • I know the meaning of the term "vertex form" and can recognize examples of quadratic expressions written in this form.

		• When given a quadratic expression in standard form, I can rewrite it in vertex form. Lesson 23: Using Quadratic Expressions in Vertex Form to Solve Problems • I can find the maximum or minimum of a function by writing the quadratic expression that defines it in vertex form. • When given a quadratic function in vertex form, I can explain why the vertex is a maximum or minimum.
6 Putting It All Together (Lesson 24)	• I can model situations using quadratic equations. (Lesson 24)	Lesson 24: Using Quadratic Equations to Model Situations and Solve Problems • I can interpret information about a quadratic function given its equation or a graph. • I can rewrite quadratic functions in different but equivalent forms of my choosing and use that form to solve problems. • In situations modeled by quadratic functions, I can decide which form to use depending on the questions being asked.

Course Assessment Map

Edulastic Links to be Added at a later time

Unit	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
Unit 1-Exponents and Scientific Notation (Grade 8 Algebra 1 Accelerated Only)	CFA 1 (Lesson 7)	CFA 2 (Lesson 13)	EoU (A)			
Unit 2: Linear Equations and Systems	CFA 1 (Lesson 6)	CFA 2 (Lesson 11)	CFA 3 (Lesson14)	EoU (Unit 2 Mid Unit)		
Unit 3: Inequalities	CFA 1 (Lesson 20)	CFA 2 (Lesson 23)	EOU (A1 Unit 2 EOU)			
Unit 4: Functions	CFA 1 (Lesson 5)	CFA 2 (Lesson 7)	CFA 3 (Lesson 12)	CFA 4 (Lesson 16)	Mid Unit	EoU
Unit 5: Introduction to Exponential Functions	CFA 1 (Lesson 4)	CFA 2 (Lesson 7)	CFA 3 (Lesson 17)	Mid Unit	EoU	
Unit 6: Introduction to Quadratic Functions	CFA 1 (Lesson 3)	CFA 2 (Lesson 9)	CFA 3 (Lesson 14)	Mid Unit	EoU	
Unit 7: Quadratic Equations Course Assessment Map	CFA 1 (Lesson 5)	CFA 2 (Lesson 8)	CFA 3 (Lesson 14)	Mid Unit	EoU	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 8 Mathematics	Mathematics	Grade 8	

Course Description:

Students begin grade 8 with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
Kendall Hunt Illustrative Mathematics	CRITICAL THINKING AND PROBLEM SOLVING • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. • Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations CONTENT MASTERY • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum.
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***
	Grade 8-Mathematics Equity Audit

Standard Matrix

Standards	Aligned Lessons
8.EE.A	8.8.14
8.EE.A.1	8.7.2, 8.7.3, 8.7.4, 8.7.5, 8.7.6, 8.7.7, 8.7.8, 8.7.11, 8.7.14

8.EE.A.2	8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.10, 8.8.12, 8.8.13
8.EE.A.3	8.7.9, 8.7.10, 8.7.11, 8.7.12, 8.7.14, 8.7.16
8.EE.A.4	8.7.10, 8.7.11, 8.7.12, 8.7.13, 8.7.14, 8.7.15, 8.7.16
8.EE.B	8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.3.10, 8.3.11, 8.3.12
8.EE.B.5	8.3.2, 8.3.3, 8.3.4, 8.3.6
8.EE.B.6	8.2.10, 8.2.11, 8.2.12, 8.3.7, 8.3.10, 8.3.11, 8.3.14
8.EE.C	8.3.12, 8.3.13, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.9, 8.4.10
8.EE.C.7	8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.9
8.EE.C.7.a	8.4.7, 8.4.8
8.EE.C.7.b	8.4.6
8.EE.C.8	8.4.9, 8.4.10, 8.4.11, 8.4.12, 8.4.13, 8.4.14, 8.4.15
8.EE.C.8.a	8.3.13, 8.3.14, 8.4.12, 8.4.13
8.EE.C.8.b	8.4.12, 8.4.15
8.EE.C.8.c	8.4.15, 8.4.16
8.F.A	8.5.3, 8.5.22
8.F.A.1	8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.17, 8.9.4
8.F.A.2	8.5.7, 8.5.8
8.F.A.3	8.5.4, 8.5.7, 8.5.8, 8.5.18
8.F.B	8.5.10, 8.5.11, 8.5.17, 8.5.18, 8.8.2, 8.9.4, 8.9.6
8.F.B.4	8.5.8, 8.5.9, 8.5.10, 8.5.11
8.F.B.5	8.5.5, 8.5.6, 8.5.10
8.G.A	8.1.17, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.8, 8.2.9, 8.2.11, 8.2.12, 8.9.1, 8.9.2, 8.9.3
8.G.A.1	8.1.2, 8.1.3, 8.1.4, 8.1.6, 8.1.11, 8.1.14, 8.3.8
8.G.A.1.a	8.1.7, 8.1.8, 8.1.9, 8.1.10, 8.1.13
8.G.A.1.b	8.1.7, 8.1.8, 8.1.9, 8.1.10
8.G.A.1.c	8.1.9
8.G.A.2	8.1.11, 8.1.12, 8.1.13, 8.1.15, 8.2.6, 8.2.7
8.G.A.3	8.1.5, 8.1.6, 8.2.4, 8.2.5, 8.2.12
8.G.A.4	8.2.6, 8.2.7, 8.2.9

8.G.A.5	8.1.14, 8.1.15, 8.1.16, 8.2.8, 8.2.13, 8.9.2
8.G.B	8.8.6, 8.8.7, 8.8.9
8.G.B.6	8.8.7, 8.8.9
8.G.B.7	8.8.6, 8.8.7, 8.8.8, 8.8.10, 8.8.16
8.G.B.8	8.8.11
8.G.C	8.5.12, 8.5.17, 8.5.19, 8.5.20
8.G.C.9	8.5.13, 8.5.14, 8.5.15, 8.5.16, 8.5.17, 8.5.18, 8.5.19, 8.5.20, 8.5.21, 8.5.22
8.NS.A	8.8.2, 8.8.3, 8.8.10, 8.8.14
8.NS.A.1	8.8.14, 8.8.15
8.NS.A.2	8.8.1, 8.8.4, 8.8.5, 8.8.12, 8.8.13
8.SP.A	8.6.11, 8.9.4, 8.9.5, 8.9.6
8.SP.A.1	8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.6.5, 8.6.6, 8.6.7, 8.6.8
8.SP.A.2	8.6.4, 8.6.5, 8.6.6, 8.6.8
8.SP.A.3	8.6.3, 8.6.6, 8.6.8
8.SP.A.4	8.6.9, 8.6.10

Unit Links

Unit 1: Rigid Transformations and Congruence
Unit 2: Dilations, Similarity, and Introducing Slope
Unit 3: Linear Relationships
Unit 4:Linear Equations and Linear Systems
Unit 5: Functions and Volume
Unit 7: Exponents and Scientific Notation
Unit 8: Pythagorean Theorem
Unit 6: Association in Data
Course Assessment Map

Unit Title:

Unit 1: Rigid Transformations and Congruence

Relevant Standards: Bold indicates priority

Lesson	Standards
8.1.1	8.G.A.1
8.1.2	8.G.A.1
8.1.3	8.G.A.1
8.1.4	8.G.A.1
8.1.5	8.G.A.3
8.1.6	8.G.A.1, 8.G.A.3
8.1.7	8.G.A.1.a, 8.G.A.1.b
8.1.8	8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c
8.1.9	8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c
8.1.10	8.G.A.1.a, 8.G.A.1.b
8.1.11	8.G.A.1, 8.G.A.2
8.1.12	8.G.A.2
8.1.13	8.G.A.1.a, 8.G.A.2
8.1.14	8.G.A.1, 8.G.A.5
8.1.15	8.G.A.2, 8.G.A.5
8.1.16	8.G.A.5, 8.G.B.6
8.1.17	8.G.A

Unit Narrative

In this unit, students learn to understand and use the terms “reflection,” “rotation,” “translation,” recognizing what determines each type of transformation, e.g., two points determine a translation. They learn to understand and use the terms “transformation” and “rigid transformation.” They identify and describe translations, rotations, and reflections, and sequences of these, using the terms “corresponding sides” and “corresponding angles,” and recognizing that lengths and angle measures are preserved. They draw images of figures under rigid transformations on and off square grids and the coordinate plane. They use rigid transformations to generate shapes and to reason about measurements of figures. They learn to understand congruence of plane figures in terms of rigid transformations. They recognize when one plane figure is congruent or not congruent to another. Students use the definition of “congruent” and properties of congruent figures to justify claims of congruence or non-congruence.

CFA 1: Lesson 3 CFA 2: Lesson 9 CFA 3: Lesson 12 EoU: (Use MoU-A 1, 2, 3, 4, 5a, 6a, 6b, 7a, 7b with Q's EoU-A 2, 4) *(Keep Current assessment in Edulastic , combination of MoU and EoU)*	20 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English Family resources-Spanish	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning.*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, clockwise, congruent, coordinate plane, corresponding, counterclockwise, image, reflections, right angles, rigid transformation, rotation, sequence of transformations, straight angle, tessellation, transformation, translation, transversal, vertex, vertical angles	• *DESMOS* • *Edulastic*
Connections to Prior Units:	**Connections to Future Units:**
None	Geometry Unit 1
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Clarify vocabulary and symbols; Promote understanding across languages	• Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge • Provide graphic symbols with alternative text descriptions • Highlight how complex terms, expressions, or equations are composed of simpler words or symbols • Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations) • Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect) • Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc)
Supporting Multilingual/English Learners	

Related *CELP standards:*		**Learning Targets:**
An EL can . . .construct grade appropriate oral and written claims and support them with reasoning and evidence.		I can describe movements of figures by center of rotations, line of reflections, distance and direction. • Level 1: With prompting, I can use terms (orally or written) like reflect, rotate and translate to describe the movement of a figure. • Level 2: With prompting, I can make a claim (oral or written) about congruence and justify my thinking by using terms like reflect, rotate and translate to describe the movement of a figure. • Level 3: With guidance, I can make a claim (oral or written) about congruence and justify my thinking by using terms like reflect, rotate, translate AND include direction and/or distance to describe the movement of a figure. • Level 4: I can make a claim (oral or written) about congruence and justify my thinking by using terms like reflect, rotate, translate AND include direction and/or distance to describe the movement of a figure. • Level 5: I can make a counterargument to describe why the figures are or are not congruent using rigid transformations.
Lesson Sequence	**Learning Target(s)**	**Success Criteria/ Assessment**
1 Rigid Transformations (Lessons 1-6)	• I can describe movements of figures by center of rotations, line of reflections, distance and direction. (Entire Unit) • I can generalize about categories for translation, rotation and reflection . (lesson 2-6) • I can identify the sequence of transformations that takes one figure to its image. (Lesson 4) • I can create a drawing on a coordinate grid of a transformed object using concise verbal descriptions. (Lesson 5 and 6)	Lesson 1 • I can describe how a figure moves and turns to get from one position to another. Lesson 2 • I can identify corresponding points before and after a transformation. • I know the difference between translations, rotations, and reflections. Lessons 3 • I can decide which type of transformations will work to move one figure to another. • I can use grids to carry out transformations of figures and accurately label the corresponding points. Lesson 4 • I can identify a sequence of translations, rotations, and reflections to precisely describe transformations. Lesson 5 • I can apply transformations to points on a grid if I know their coordinates Lesson 6 • I can apply transformations to a polygon on a grid if I know the coordinates of its vertices.
2 Properties of Rigid Transformations	• I can justify whether or not rigid transformations could produce an image. (Lesson 7)	Lesson 7 • I can describe the effects of a rigid transformation on the lengths and angles in a polygon.

(Lessons 7-10)	• I can generalize about rotating line segments 180° about various points and observe the relationship to parallel lines.(lesson 8-9) • I can generalize about the relationship between vertical angles by a rigid transformation. (Lesson 9) • I can describe transformations using corresponding points, line segments, and angles. (lesson 10)	Lesson 8 • I can describe how to move one part of a figure to another using a rigid transformation. Lesson 9 • I can describe the effects of a rigid transformation on a pair of parallel lines. • If I have a pair of vertical angles and know the angle measure of one of them, I can find the angle measure of the other. Lesson 10 • I can find missing corresponding side lengths or angle measures using properties of rigid transformations.
3 Congruence (Lessons 11-13)	• I can justify whether or not shapes, polygons and ovals are congruent. (Lesson 11-13) • I can describe the relationship between corresponding segments and length. (Lesson 13)	Lesson 11 • I can decide visually whether or not two figures are congruent by comparing corresponding side lengths, angles and areas of figures. Lesson 12 • I can decide whether or not two figures are congruent using rigid transformations. Lesson 13 • I can use distances between points to decide if two figures are congruent.
4 Angles in a Triangle (Lessons 14-16)	• I can show alternate interior angles are congruent by understanding angle relationships. (Lesson 14) • I can justify whether or not triangles can be created from given angle measurements and generalize about the sum of the angles in a triangle. (Lesson 15-16)	Lesson 14 • If I have two parallel lines cut by a transversal, I can identify alternate interior angles and use that to find missing angle measurements. Lesson 15 • If I know two of the angle measures in a triangle, I can find the third angle measure. Lesson 16 • I can explain using pictures why the sum of the angles in any triangle is 180 degrees.
5 Let Put it to Work (Lessons 17)	• I can describe transformations found in tessellations and in designs with rotational symmetry. (Lesson 17)	Lesson 17 • I can repeatedly use rigid transformations to make interesting repeating patterns of figures. • I can use properties of angle sums to reason about how figures will fit together.

Unit Title:

Unit 2: Dilations, Similarity, and Introducing Slope

Relevant Standards: Bold indicates priority

Lesson	Standards
8.2.1	8.G.A
8.2.2	8.G.A
8.2.3	8.G.A
8.2.4	8.G.A, 8.G.A.3
8.2.5	8.G.A, 8.G.A.3
8.2.6	8.G.A.2, 8.G.A.4
8.2.7	8.G.A.2, 8.G.A.4
8.2.8	8.G.A, 8.G.A.5
8.2.9	8.G.A, 8.G.A.4
8.2.10	8.EE.B.6
8.2.11	8.EE.B.6, 8.G.A
8.2.12	8.EE.B.6, 8.G.A, 8.G.A.3
8.2.13	8.G.A.4, 8.G.A.5

Unit Narrative:

In this unit, students learn to understand and use the term “dilation,” and to recognize that a dilation is determined by a point called the “center” and a number called the “scale factor.” They learn that under dilation, the image of a circle is a circle and the image of a line is a line parallel to the original. They draw images of figures under dilations on and off the coordinate plane. They use the terms “corresponding sides” and “corresponding angles” to describe correspondences between a figure and its dilated image, and recognize that angle measures are preserved, but lengths are multiplied by the scale factor. They learn to understand similarity of plane figures in terms of rigid transformations and dilations. They learn to recognize when one plane figure is similar or not similar to another. They use the definition of “similar” and properties of similar figures to justify claims of similarity or non-similarity. Students learn the terms “slope” and “slope triangle,” and use the similarity of slope triangles on the same line to understand that any two distinct points on a line determine the same slope.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: **Lesson 4** CFA 2: **Lesson 7** CFA 3: **Lesson 10** EoU: Assessment- Use EOU A , #1, #3, #4, #5 (changed numbers), reference current edulastic EOU #5 (this was	15 Days

an added question), EOU A #6a change to put on grid, dropped b, Include 6c, added explain how you found slope and values, reference current edulastic #7 (eliminate b, and d) and add grid - added 7 (c) dilate with scale factor of 2	
Family Overview (link below)	**Integration of Technology:**
Family Resources-English Family resources-Spanish	Edulastic DESMOS
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, center of a dilation, clockwise, congruent, coordinate plane, corresponding, counterclockwise, dilation, image, reflection, right angle, rigid transformation, rotation, scale factor, sequence of transformations, similar, slope, straight angle, tessellation, transformation, translation, transversal,vertex, vertical angles	• DESMOS • Edulastic
Connections to Prior Units:	**Connections to Future Units:**
Grade 7, Unit 1	Geometry, Unit 3
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Clarify vocabulary and symbols; Promote understanding across languages	Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge • Provide graphic symbols with alternative text descriptions • Highlight how complex terms, expressions, or equations are composed of simpler words or symbols • Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations) • Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect) • Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**

An EL can . . .construct grade appropriate oral and written claims and support them with reasoning and evidence.		I can explain how to apply dilations and perform dilations to find specific images by using scale factors and given coordinates. ● Level 1: With prompting, I can use terms (orally or written) like reflect, rotate, translate and dilate to describe the movement of a figure. ● Level 2: With prompting, I can make a claim (oral or written) about congruence and similarity and justify my thinking by using terms like reflect, rotate, translate and dilate to describe the movement of a figure. ● Level 3: With guidance, I can make a claim (oral or written) about congruence and similarity and justify my thinking by using terms like reflect, rotate, translate, dilation AND include direction , distance and/or scale factor to describe the movement of a figure. ● Level 4: I can make a claim (oral or written) about similarity and justify my thinking by using terms like reflect, rotate, translate, dilate AND include direction, distance and/or scale factor to describe the movement of a figure. ● Level 5: I can make a counterargument to describe why the figures are or are not similar using transformations.
Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**
1 Dilations (Lessons 1-5)	● I can describe and represent dilations of figures and points by observing centers of dilation. (Lessons 1-2) ● I can explain how to apply dilations and perform dilations to find specific images by using scale factors and given coordinates. (Lesson 3-5)	Lesson 1 ● I can decide if one rectangle is a dilation of another rectangle. ● I know how to use a center and a scale factor to describe a dilation. Lesson 2 ● I can apply dilations to figures on a circular grid when the center of dilation is the center of the grid. Lesson 3 ● I can apply a dilation to a polygon using appropriate math tools. Lesson 4 ● I can apply dilations to figures on a rectangular grid. ● I can describe angle measures and side lengths of a polygon after applying a dilation with a given scale factor. Lesson 5 ● I can apply dilations to polygons on a rectangular grid if I know the coordinates of the vertices and of the center of dilation.
2 Similarity (Lessons 6-9)	● I can describe sequences of transformations and represent figures using specific transformations. (Lesson 6)	Lesson 6 ● I can apply a sequence of transformations to one figure to get a similar figure.

	• I can justify the similarity of two polygons given their angle measures and side lengths (Lesson 7) • I can explain how to determine whether triangles are congruent, similar, or neither (Lesson 8) • I can describe observations about side lengths in similar triangles (Lesson 9) • I can explain strategies for finding missing side lengths (Lesson 9)	• I can use a sequence of transformations to explain why two figures are similar. Lesson 7 • I can use angle measures and side lengths to conclude that two polygons are not similar. • I know the relationship between angle measures and side lengths in similar polygons. Lesson 8 • I know how to decide if two triangles are similar just by looking at their angle measures. Lesson 9 • I can decide if two triangles are similar by looking at quotients of lengths of corresponding sides. • I can find missing side lengths in a pair of similar triangles using quotients of side lengths.
3 Slope (Lessons 10-12)	• I can draw a line on a coordinate grid given its slope and describe (orally) observations about lines with the same slope. (Lesson 10) • I can create an equation relating the quotient of the vertical and horizontal side lengths of a slope triangle to the slope of a line. (Lesson 11) • I can explain how to apply dilations to find specific images of points (Lesson 12) • I can represent graphs of lines using equations (Lesson 12)	Lesson 10 • I can draw a line on a grid with a given slope. • I can find the slope of a line on a grid using a slope triangle. Lesson 11 • I can decide whether a point is on a line by finding quotients of horizontal and vertical distances. Lesson 12 • I can find an equation for a line and use that to decide which points are on that line.
4 Let's Put it to Work (Lessons 13)	• I can explain reasoning for a conjecture (Lesson 13)	Lesson 13 • I can model a real-world context with similar triangles to find the height of an unknown object.

Unit Title:

Unit 3: Linear Relationships

Relevant Standards: Bold indicates priority

Lesson	Standards
8.3.1	8.EE.B, 8.EE.B.5
8.3.2	8.EE.B, 8.EE.B.5
8.3.3	8.EE.B, 8.EE.B.5
8.3.4	8.EE.B, 8.EE.B.5
8.3.5	8.EE.B
8.3.6	8.EE.B, 8.EE.B.5
8.3.7	8.EE.B, 8.EE.B.6
8.3.8	8.EE.B, 8.G.A.1
8.3.9	8.EE.B
8.3.10	8.EE.B, 8.EE.B.6
8.3.11	8.EE.B, 8.EE.B.6
8.3.12	8.EE.B, 8.EE.C
8.3.13	8.EE.C, 8.EE.C.8.a
8.3.14	8.EE.B.6, 8.EE.C.8.a

Unit Narrative:

In this unit, students learn to understand and use the terms “rate of change,” “linear relationship,” and “vertical intercept.” They deepen their understanding of slope, and they learn to recognize connections among rate of change, slope, and constant of proportionality, and between linear and proportional relationships. They learn to understand that lines with the same slope are translations of each other. They represent linear relationships with tables, equations, and graphs that include lines with negative slopes or vertical intercepts, and horizontal and vertical lines. They learn to use the term “solution of an equation” when working with one or two linear equations in two variables, and learn to understand the graph of a linear equation as the set of its solutions. Students use these terms and representations in reasoning about situations involving one or two constant rates.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: **Lesson 3** CFA 2: Lesson 6 CFA 3: **Lesson 11** EoU: Assessment A- #1, #2, #3, #4 (format as a drag and drop), #5- add parts a, b, c to calculate	16 Days

each runner's rate, part d is which is faster., #6, #7a, b- change wording to "Write an equation that represents the total cost (y) for x months", c, d, eliminate e.	
Family Overview (link below)	**Integration of Technology:**
Family Resources- English Family Resources-Spanish	Edulastic DESMOS
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, center of a dilation, clockwise, congruent, constant of proportionality, coordinate plane, corresponding, counterclockwise, dilation, image, linear relationship, rate of change, reflection, right angle, rigid transformation, rotation, scale factor, sequence of transformations, similar, slope, solution to an equation with two variables, straight angle, tessellation, transformation, translation, transversal, vertex, vertical angles, vertical intercept	• DESMOS • Edulastic
Connections to Prior Units:	**Connections to Future Units:**
Grade 7, Unit 5	Grade 8, Unit 6
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation- Illustrate through multiple media	• Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	I can represent linear relationships using graphs, tables, equations, and verbal descriptions. • Level 1: Relying on anchor charts, I can recognize the meaning of slope, vertical intercept and proportionality. • Level 2: Using anchor charts, I can identify the slope, vertical intercept and proportionality. • Level 3: Using anchor charts, I can identify positive/negative slope on a graph or a table, and determine the vertical intercept. • Level 4: Using tables, graphs and equations, I can identify positive/negative slope on a graph or a table, and determine the vertical intercept and proportionality.

		• Level 5: I can represent linear relationships using graphs, tables, equations, and verbal descriptions.
Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Proportional Relationships (Lessons1-4)	• I can represent and graph situations involving proportional relationships (Lesson 1-2) • I can represent constants of proportionality in different ways (Lesson 3) • I can explain how to graph proportional relationships (Lesson 3) • I can interpret multiple representations of a proportional relationship in order to answer questions and explain the solution method (Lesson 4)	Lesson 1 • I can graph a proportional relationship from a story. • I can use the constant of proportionality to compare the pace of different animals. Lesson 2 • I can graph a proportional relationship from an equation. • I can tell when two graphs are of the same proportional relationship even if the scales are different. Lesson 3 • I can scale and label coordinate axes in order to graph a proportional relationship. Lesson 4 • I can compare proportional relationships represented in different ways.
2 Representing Linear Relationships (Lessons 5-8)	• I can explain how to use a graph to determine information about a linear situation (Lessons 5 and 6) • I can represent slope using expressions (lesson 7) • I can generalize about equations and linear relationships (Lesson 7) • I can represent linear relationships using graphs, tables, equations, and verbal descriptions (Lesson 8)	Lesson 5 • I can find the rate of change of a linear relationship by figuring out the slope of the line representing the relationship. Lesson 6 • I can interpret the vertical intercept of a graph of a real-world situation using a numerical and verbal description. • I can match graphs to the real-world situations they represent by identifying the slope and the vertical intercept. Lesson 7 • I can use patterns to write a linear equation to represent a situation. • I can write an equation for the relationship between two items in a real-world situation. Lesson 8 • I can explain where to find the slope and vertical intercept in both an equation and its graph. • I can write equations of lines using y=mx+b.
3 Finding Slopes (Lessons 9-11)	• I can represent situations using negative slopes and slopes of zero (Lesson 9) • I can generalize in order to make predictions about the slope of lines (Lesson 10) • I can explain how to graph linear relationships (Lesson 10) • I can explain how slope relates to changes in a situation (Lesson 11)	Lesson 9 • I can give an example of a situation that would have a negative slope when graphed. • I can look at a graph and tell if the slope is positive or negative and explain how I know. Lesson 10 • I can calculate positive and negative slopes given two points on the line. • I can describe a line precisely enough that another student can draw it. Lesson 11

		• I can write equations of lines that have a positive or a negative slope. • I can write equations of vertical and horizontal lines.
4 Linear Equations (Lessons 12-13)	• I can represent situations by graphing lines and writing equations (Lesson 12) • I can determine whether a point is a solution to an equation of a line using a graph of the line. (Lesson 13)	Lesson 12 • I know that the graph of an equation is a visual representation of all the solutions to the equation. • I understand what the solution to an equation in two variables is. Lesson 13 • I can find solutions (x, y) to linear equations given either the x - or the y -value to start from.
5 Let's Put it to Work (Lesson 14)	• I can represent situations involving linear relationships (Lesson 14)	Lesson 14 • I can write linear equations to reason about real-world situations.

Unit Title:

Unit 4: Linear Equations and Linear Systems

Relevant Standards: Bold indicates priority

Lesson	Standards
8.4.1	8.EE.C.7
8.4.2	8.EE.C
8.4.3	8.EE.C, 8.EE.C.7
8.4.4	8.EE.C, 8.EE.C.7
8.4.5	8.EE.C, 8.EE.C.7
8.4.6	8.EE.C.7, 8.EE.C.7.b
8.4.7	8.EE.C.7.a
8.4.8	8.EE.C.7.a
8.4.9	8.EE.C, 8.EE.C.7, 8.EE.C.8
8.4.10	8.EE.C, 8.EE.C.8
8.4.11	8.EE.C.8
8.4.12	8.EE.C.8, 8.EE.C.8.a, 8.EE.C.8.b
8.4.13	8.EE.C.8, 8.EE.C.8.a
8.4.14	8.EE.C.8
8.4.15	8.EE.C.8, 8.EE.C.8.b, 8.EE.C.8.c
8.4.16	8.EE.C.8.c

Unit Narrative:

In this unit, students write and solve linear equations in one variable. These include equations in which the variable occurs on both sides of the equal sign, and equations with no solutions, exactly one solution, and infinitely many solutions. They learn that any one such equation is false, true for one value of the variable, or true for all values of the variable. They interpret solutions in the contexts from which the equations arose. Students write and solve systems of linear equations in two variables and interpret the solutions in the contexts from which the equations arose. They learn what is meant by a solution for a system of equations, namely that a solution of the system is a solution for each equation in the system. Students use the understanding that each pair of values that make an equation true are coordinates of a point on the graph of the equation and conversely that the coordinates of each point on the graph of an equation make the equation true. Thus, a pair of values that satisfies a system of equations are coordinates of a point that lies on the graphs of all the equations in the system, and, conversely, a point that lies on the graphs of all the equations in the system has coordinates that satisfy all the equations in the system. Students learn to understand and use the terms “system of equations,” “solution for the system of

equations," "zero solutions," "no solution," "one solution," and "infinitely many solutions."	
Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 3 CFA 2: Lesson 8 CFA 3: Lesson 11 CFA 4: Lesson 14 EoU: Assessment A	18 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English FAmily Resources-Spanish	Desmos Edulastic (Pear Assessment)
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, center of dilations, clockwise, coefficient, congruent, constant of proportionality, constant term, coordinate plane, corresponding, counterclockwise, dilation, image, linear relationship, rate of change, reflection, right angle, rigid transformation, rotation, scale factor, sequence of transformations, similar, slope, solution to an equation with two variables, straight angle, system of equations, term, tessellations, transformation, translation, transversal, vertex, vertical angles, vertical intercept	• DESMOS • Edulastic
Connections to Prior Units:	**Connections to Future Units:**
Grade 7, Unit 6	Algebra 1, Unit 2
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . .construct grade appropriate oral and written claims and support them with	I can generalize about the structures of equations and systems that have one, infinite, and no solutions.

reasoning and evidence.		• Level 1: With prompting and supports, I can verbally or nonverbally identify the number of solutions for an equation or system. • Level 2: With prompting and supports, I can identify and explain an error using academic vocabulary such as acceptable moves, equality, and number of solutions. • Level 3: With guidance and supports, I can make a claim about the number of solutions and identify evidence using academic vocabulary such as acceptable moves, equality, and the number of solutions to support my claim. • Level 4: I can make a claim about the number of solutions and identify evidence using academic vocabulary such as acceptable moves, equality, and the number of solutions to support my claim. • Level 5: I can make a counterargument as to generalize about the structures of equations and systems that have one, infinite, and no solutions.
Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Puzzle Problems (Lesson 1)	• I can justify and critique strategies for solving puzzles (Lesson 1)	Lesson 1 • I can solve puzzle problems using diagrams, equations, or other representations.
2 Linear Equations in One Variable (Lesson 2-9)	• I can justify predictions and critique reasoning about maintaining balance in equations(Lesson 2/3) • I can critique solutions of linear equations (Lessons 4 and 5) • I can generalize about the structures of equations to justify predictions about whether an equation has one, infinite, and no solutions (Lessons 6, 7, 8)	Lesson 2 • I can add or remove blocks from a hanger and keep the hanger balanced. • I can represent balanced hangers with equations. Lesson 3 • I can add, subtract, multiply, or divide each side of an equation by the same expression to get a new equation with the same solution. Lesson 4 • I can make sense of multiple ways to solve an equation. Lesson 5 • I can solve an equation where the variable appears on both sides. Lesson 6 • I can solve linear equations in one variable. Lesson 7 • I can determine whether an equation has no solutions, one solution, or infinitely many solutions. Lesson 8 • I can solve equations with different numbers of solutions. Lesson 9 • I can use an expression to find when two things, like height, are the same in a real-world situation.
3 Systems of Equations (Lesson 10-15)	• I can identify the solution to a system of equations in a real world context (Lessons 9-12)	Lesson 10 • I can identify ordered pairs that are solutions to an equation. • I can interpret ordered pairs that are solutions to an equation. Lesson 11

	• I can solve systems of equations in multiple ways (Lessons 13-15) • I can generalize and critique reasoning about the structures of systems of equations (Lessons 14 and 15)	• I can use graphs to find an ordered pair that two real-world situations have in common. Lesson 12 • I can explain the solution to a system of equations in a real-world context. • I can explain what a system of equations is. • I can make graphs to find an ordered pair that two real-world situations have in common. Lesson 13 • I can graph a system of equations. • I can solve systems of equations using algebra. Lesson 14 • I can use the structure of equations to help me figure out how many solutions a system of equations has. Lesson 15 • I can write a system of equations from a real-world situation.
4 Let's Put it to Work (Lesson 16)	• I can critique explanations of solutions (Lesson 16)	Lesson 16 • I can use a system of equations to represent a real-world situation and answer questions about the situation.

Unit Title:

Unit 5: Functions and Volume

Relevant Standards: Bold indicates priority

Lesson	Standards
8.5.1	8.F.A.1
8.5.2	8.F.A.1
8.5.3	8.F.A, 8.F.A.1, 8.F.B.4
8.5.4	8.F.A.1, 8.F.A.3
8.5.5	8.F.A.1, 8.F.B, 8.F.B.5
8.5.6	8.F.B.5
8.5.7	8.F.A.2, 8.F.A.3
8.5.8	8.F.A.2, 8.F.A.3, 8.F.B.4
8.5.9	8.F.B.4
8.5.10	8.F.B, 8.F.B.4, 8.F.B.5
8.5.11	8.F.B, 8.F.B.4, 8.G.C
8.5.12	8.G.C
8.5.13	8.G.C.9
8.5.14	8.G.C.9
8.5.15	8.G.C.9
8.5.16	8.G.C.9
8.5.17	8.F.A.1, 8.F.B, 8.G.C, 8.G.C.9
8.5.18	8.F.A.3, 8.F.B, 8.G.C.9
8.5.19	8.G.C, 8.G.C.9
8.5.20	8.G.C, 8.G.C.9
8.5.21	8.G.C.9
8.5.22	8.F.A, 8.G.C.9

Unit Narrative:

In this unit, students are introduced to the concept of a function. They learn to understand and use the terms

"input," "output," and "function," e.g., "temperature is a function of time." They describe functions as increasing or decreasing between specific numerical inputs, and they consider the inputs of a function to be values of its independent variable and its outputs to be values of its dependent variable. (The terms "Independent variable" and "dependent variable" were introduced in grade 6.) They use tables, equations, and graphs to represent functions, and describe information presented in tables, equations, or graphs in terms of functions. In working with linear functions, students coordinate and synthesize their understanding of "constant of proportionality" (which was introduced in grade 7), "rate of change" and "slope" (which were introduced earlier in grade 8), and increasing and decreasing. Students perceive similarities in structure between pairs of known and new volume formulas: for a rectangular prism and a cylinder; and for a cylinder and a cone. Students rearrange these formulas to show functional relationships and use them to reason about how the volume of a figure changes as another measurement changes, e.g., the height of a cylinder is proportional to its volume; if the radius of a cylinder triples, its volume becomes nine times larger.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 5 CFA 2: Lesson 8 CFA 3: Lesson 13 MoU Assessment: A EoU: Assessment: A	25-Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English Family Resources-Spanish	DESMOS Edulastic
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, center of a dilation, clockwise, coefficient, cone, congruent, constant of proportionality, constant term, coordinate plane, corresponding, counterclockwise, cylinder, dependent variable, dilation, function, image, independent variable, linear relationship, radius, rate of change, reflection, right angles, rigid transformation, rotation, scale factor, sequence of transformations, similar, slope, solution to an equation with two variables, sphere, straight angle, system of equations, term tessellation, transformation, translation, transversal, vertex, vertical angles, vertical intercept, volume	• DESMOS • Edulastic
Connections to Prior Units:	**Connections to Future Units:**
Grade 7, Unit 7	Algebra 1, Unit 4
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Clarify vocabulary and symbols	• Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge • Provide graphic symbols with alternative text descriptions • Highlight how complex terms, expressions, or

	equations are composed of simpler words or symbols • Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations) • Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . .determine the meaning of words and phrases in oral presentations and literary and informational text.	I can compare different representations of functions • Level 1: Using visual aids, I can recognize the meaning of input, output, and function. • Level 2: Using visual aids, I can determine input and output of a function. • Level 3: Using visual aids, I can determine the meaning of input, output, independent, and dependent variables of a function. • Level 4: I can determine the meaning of input, output, independent, and dependent variables of a function. • Level 5: I can represent functions in multiple ways (graphs, context, equations, tables, diagrams).

Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Inputs and Outputs (Lesson 1-2)	• I can generalize about what happens to inputs for each rule (Lesson 1) • I can justify claims about what can be determined from given information (Lesson 2)	Lesson 1 • I can write rules when I know input-output pairs. • I know how an input-output diagram represents a rule. Lesson 2 • I know that a function is a rule with exactly one output for each allowable input. • I know that if a rule has exactly one output for each allowable input, then the output depends on the input.
2 Representing and Interpreting Functions (Lesson 3-7)	• I can compare different functions represented as a table, graph, equation, and situations using their features and structures (Lesson 3-7) • I can justify claims about volumes of cubes and spheres based on graphs (Lesson 7)	Lesson 3 • I can find the output of a function when I know the input. • I can name the independent and dependent variables for a given function and represent the function with an equation. Lesson 4 • I can identify graphs that do, and do not, represent functions.

		• I can use a graph of a function to find the output for a given input and to find the input(s) for a given output. Lesson 5 • I can explain the story told by the graph of a function. Lesson 6 • I can draw the graph of a function that represents a real-world situation. Lesson 7 • I can compare inputs and outputs of functions that are represented in different ways.
3 Linear Functions and Rates of Change (Lesson 8-10)	• I can justify claims about approximately linear relationships using key features such as rate of change (Lesson 8-10)	Lesson 8 • I can determine whether a function is increasing or decreasing based on whether its rate of change is positive or negative. • I can explain in my own words how the graph of a linear function relates to its rate of change and initial value. Lesson 9 • I can decide when a linear function is a good model for data and when it is not. • I can use data points to model a linear function. Lesson 10 • I can create graphs of nonlinear functions with pieces of linear functions.
4 Cylinders and Cones (Lesson 11-16)	• I can generalize about the relationship between the volumes of cylinders and cones and their dimensions (Lesson 11-16) • I can compare the volumes of cones with the volumes of cylinders (Lesson 13- 16)	Lesson 11 • I can collect data about a function and represent it as a graph. • I can describe the graph of a function in words. Lesson 12 • I know that volume is the amount of space contained inside a three-dimensional figure. • I recognize the 3D shapes cylinder, cone, rectangular prism, and sphere. Lesson 13 • I can find the volume of a cylinder in mathematical and real-world situations. • I know the formula for the volume of a cylinder. Lesson 14 • I can find missing information about a cylinder if I know its volume and some other information. Lesson 15 • I can find the volume of a cone in mathematical and real-world situations. • I know the formula for the volume of a cone. Lesson 16 • I can find missing information about a cone if I know its volume and some other information.
5 Dimensions and Spheres (Lesson 17-21)	• I can generalize about and compare volumes of spheres, cones, and cylinders as functions of their radii (Lesson 17-21)	Lesson 17 • I can create a graph of the relationship between volume and height for all cylinders (or cones) with a fixed radius.

		• I can explain in my own words why changing the height by a scale factor changes the volume by the same scale factor. Lesson 18 • I can create a graph representing the relationship between volume and radius for all cylinders (or cones) with a fixed height. • I can explain in my own words why changing the radius by a scale factor changes the volume by the scale factor squared. Lesson 19 • I can estimate the volume of a hemisphere by calculating the volume of shape I know is larger and the volume of a shape I know is smaller. Lesson 20 • I can find the volume of a sphere when I know the radius. Lesson 21 • I can find the radius of a sphere if I know its volume. • I can solve mathematical and real-world problems about the volume of cylinders, cones, and spheres.
6 Let's Put it to Work (Lesson 22)	• I can compare the volumes of cones, spheres, and cylinders using multiple representations of functions (Lesson 22)	Lesson 22 • I can compare functions about volume represented in different ways.

Unit Title:

Unit 7: Exponents and Scientific Notation

Relevant Standards: Bold indicates priority

Lesson	Standards
8.7.1	8.EE.A.1
8.7.2	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.3	8.EE.A.1, 8.EE.A.4
8.7.4	8.EE.A.1
8.7.5	8.EE.A.1
8.7.6	8.EE.A.1
8.7.7	8.EE.A.1
8.7.8	8.EE.A.1
8.7.9	8.EE.A.3, 8.EE.A.4
8.7.10	8.EE.A.3, 8.EE.A.4
8.7.11	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.12	8.EE.A.3, 8.EE.A.4
8.7.13	8.EE.A.3, 8.EE.A.4
8.7.14	8.EE.A.1, 8.EE.A.3, 8.EE.A.4
8.7.15	8.EE.A.4
8.7.16	8.EE.A.3, 8.EE.A.4

Unit Narrative:

In grade 6, students studied whole-number exponents. In this unit, they extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They apply these concepts to the base-ten system, and learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities.

Demonstration of Learning:	**Pacing for Unit**
CFA 1: Lesson 7 CFA 2: Lesson 14 EoU: Assessment A	18 Days
Family Overview (link below)	**Integration of Technology:**

Family Resources-English Family Resources-Spanish	DESMOS Edulastic
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, base (of an exponent), center of dilation, clockwise, coefficient, cone, congruent, constant of proportionality, constant term, coordinate plane, corresponding, counterclockwise, cylinder, dependent variable, dilation, exponent, function, image, linear relationship, negative association, outlier, positive association, radius, rate of change, reciprocal, reflection, relative frequency, right angle, rotation, scale factor, scatter plot, scientific notation, segmented bar graph, sequence of transformations, similar, slope, solution to an equation with two variables, sphere, straight angle, systems of equations, term, tessellation, transformation, translation, transversal, two-way table, vertical angles, vertical intercept, volume	DESMOS Edulastic
Connections to Prior Units:	**Connections to Future Units:**
Grade 6, Unit 6	Algebra 1, Unit 5
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	I can represent situations using exponents. • Level 1: With prompting and supports, I can identify the base and exponent of a power. • Level 2: With prompting and supports, I can construct an equivalent expression using a single power. • Level 3: With guidance and supports, I can construct an equivalent expression using a single power.

		• Level 4: I can construct equivalent expressions using exponents in a context. • Level 5: I can determine whether two expressions are equivalent using the structure of the expression in context.
Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Exponent Review (Lesson 1)	• I can represent situations using exponents (Lesson 1).	Lesson 1 • I can use exponents to describe repeated multiplication. • I understand the meaning of a term with an exponent.
2 Exponent Rules (Lesson 2-8)	• I can recognize patterns between expressions using powers of 10 to generalize a rule (Lessons 2-5) • I can justify whether or not expressions are equivalent to exponential expressions (Lesson 6) • I can critique applications of exponent rules (Lesson 7)	Lesson 2 • I can explain and use a rule for multiplying powers of 10. Lesson 3 • I can explain and use a rule for raising a power of 10 to a power. Lesson 4 • I can evaluate 10^0 and explain why it makes sense. • I can explain and use a rule for dividing powers of 10. Lesson 5 • I can use the exponent rules with negative exponents. • I know what it means if 10 is raised to a negative power. Lesson 6 • I can use the exponent rules for bases other than 10. Lesson 7 • I can change an expression with a negative exponent into an equivalent expression with a positive exponent. • I can choose an appropriate exponent rule to rewrite an expression to have a single exponent. Lesson 8 • I can use and explain a rule for multiplying terms that have different bases but the same exponent.
3 Scientific Notation (Lesson 9-15)	• I can represent large and small numbers using number lines, exponents, and decimals (Lesson 9–11) • I can represent situations comparing quantities expressed in scientific notation (Lesson 12-14) • I can apply the rules of exponents to scientific notation in a context (Lesson 14-16)	Lesson 9 • Given a very large or small number, I can write an expression equal to it using a power of 10. Lesson 10 • I can plot a multiple of a power of 10 on such a number line. • I can subdivide and label a number line between 0 and a power of 10 with a positive exponent into 10 equal intervals. • I can write a large number as a multiple of a power of 10. Lesson 11 • I can plot a multiple of a power of 10 on such a number line.

		• I can subdivide and label a number line between 0 and a power of 10 with a negative exponent into 10 equal intervals. • I can write a small number as a multiple of a power of 10. Lesson 12 • I can apply what I learned about powers of 10 to answer questions about real-world situations. Lesson 13 • I can tell whether or not a number is written in scientific notation. Lesson 14 • I can multiply and divide numbers given in scientific notation. • I can use scientific notation and estimation to compare very large or very small numbers. Lesson 15 • I can add and subtract numbers given in scientific notation.
4 Let's Put it to Work (Lesson 16)	• I can apply the rules of exponents to scientific notation in a context (Lesson 14-16)	Lesson 16 • I can use scientific notation to compare different amounts and answer questions about real-world situations.

Unit Title:

Unit 8: Pythagorean Theorem

Relevant Standards: Bold indicates priority

Lesson	Standards
8.8.1	8.EE.A.2, 8.G.B, 8.G.B.6, 8.NS.A.2
8.8.2	8.EE.A.2, 8.F.B, 8.NS.A
8.8.3	8.EE.A.2, 8.NS.A, 8.NS.A.2
8.8.4	8.EE.A.2, 8.NS.A.2
8.8.5	8.EE.A.2, 8.NS.A.2
8.8.6	8.G.B, 8.G.B.6, 8.G.B.7
8.8.7	8.G.B, 8.G.B.6, 8.G.B.7
8.8.8	8.G.B, 8.G.B.7
8.8.9	8.G.B, 8.G.B.6
8.8.10	8.EE.A.2, 8.G.B.7, 8.NS.A
8.8.11	8.G.B.8
8.8.12	8.EE.A.2, 8.NS.A.2
8.8.13	8.EE.A.2, 8.NS.A.2
8.8.14	8.EE.A, 8.NS.A, 8.NS.A.1
8.8.15	8.NS.A.1
8.8.16	8.G.B.7

Unit Narrative:

In this unit, students work with geometric and symbolic representations of square and cube roots. They understand and use notation such as $\sqrt{2}$ and $\sqrt[3]{5}$ for square and cube roots. They understand the terms “rational number” and “irrational number,” using long division to express fractions as decimals. They use their understanding of fractions to plot rational numbers on the number line and their understanding of approximation of irrationals by rationals to approximate the number-line location of a given irrational. Students learn (without proof) that $\sqrt{2}$ is irrational. They understand two proofs of the Pythagorean Theorem—an algebraic proof that involves manipulation of two expressions for the same area and a geometric proof that involves decomposing and rearranging two squares. They use the Pythagorean Theorem in two and three dimensions, e.g., to determine lengths of diagonals of rectangles and right rectangular prisms, and to estimate distances between points in the coordinate plane.

Demonstration of Learning:	Pacing for Unit
CFA 1: Lesson 5 CFA 2: Lesson 8	18 Days

CFA 3: Lesson 12 EoU: Assessment A (#7 is modified)	
Family Overview (link below)	**Integration of Technology:**
Family resources-English Family resource-Spanish	Edulastic DESMOS
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, base (of an exponent), center of a dilation, clockwise, coefficient, cone, congruent, constant of proportionality, constant term, coordinate plane, corresponding, counterclockwise, cube root, cylinder, dependent variable, dilation, exponent, function, hypotenuse, image, independent variable, irrational number, legs, linear relationship, negative association, outlier, positive association, Pythagorean Theorem, radius, rate of change, rational number, reciprocal, reflection, relative frequency, repeating decimal, right angle, rigid transformation, scale factor, scatter plot, scientific notation, segmented bar graph, sequence of transformations, similar, slope, solution to an equation with two variables, sphere, square root, straight angle, system of equations, term tessellation, transformation, translation, transversal, two-way table, vertex, vertical angles, vertical intercept, volume	Edulastic DESMOS
Connections to Prior Units:	**Connections to Future Units:**
Grade 6, Unit 1	Geometry, Unit 4
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**

An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.		I can explain predictions about situations involving right triangles and strategies to verify. • Level 1: With prompting and supports, I can identify a right triangle and its hypotenuse. • Level 2: With prompting and supports, I can identify the hypotenuse using characteristics of right triangles. • Level 3: With guidance, I can determine whether three sides form a right triangle. • Level 4: I can find the missing hypotenuse of a triangle if given the lengths of its two legs. • Level 5: I can find the missing leg of a right triangle if given the length of its hypotenuse and other leg.
Lesson Sequence	**Learning Target**	**Success Criteria/Assessment**
1 Side Lengths and Areas of Squares (Lesson 1-5)	• I can explain strategies for finding area and how they connect to square roots (Lesson 1-2) • I can compare rational and irrational numbers (Lesson 3) • I can explain strategies for approximating, ordering, and finding square roots (Lesson 4-5)	Lesson 1 • I can find the area of a tilted square on a grid by using methods like “decompose and rearrange” and “surround and subtract.” • I can find the area of a triangle. Lesson 2 • I can explain what a square root is. • If I know the area of a square, I can express its side length using square root notation. • I understand the meaning of expressions like $\sqrt{25}$ and $\sqrt{3}$. Lesson 3 • I know what an irrational number is and can give an example. • I know what a rational number is and can give an example. Lesson 4 • I can find a decimal approximation for square roots. • I can plot square roots on the number line. Lesson 5 • When I have a square root, I can reason about which two whole numbers it is between.
2 The Pythagorean Theorem (Lesson 6-11)	• I can explain predictions about situations involving right triangles and strategies to verify (Lesson 6-10) • I can explain strategies for finding distances between points on a coordinate plane and diagonals in a context (Lesson 10-11)	Lesson 6 • I can explain what the Pythagorean Theorem says. Lesson 7 • I can explain why the Pythagorean Theorem is true. Lesson 8 • If I know the lengths of two sides, I can find the length of the third side in a right triangle. • When I have a right triangle, I can identify which side is the hypotenuse and which sides are the legs. Lesson 9 • I can explain why it is true that if the side lengths of a triangle satisfy the equation $a^2 + b^2 = c^2$ then it must be a right triangle. • If I know the side lengths of a triangle, I can determine if it is a right triangle or not. Lesson 10 • I can use the Pythagorean Theorem to solve problems. Lesson 11

		• I can find the distance between two points in the coordinate plane. • I can find the length of a diagonal line segment in the coordinate plane.
3 Side Lengths and Volumes of Cubes (Lesson 12-13)	• I can explain strategies for approximating the value of cube roots (Lesson 12-13)	Lesson 12 • I can approximate cube roots. • I know what a cube root is. • I understand the meaning of expressions like $\sqrt[3]{5}$. Lesson 13 • When I have a cube root, I can reason about which two whole numbers it is between.
4 Decimal Representation of Rational and Irrational Numbers (Lesson 14-15)	• I can compare strategies for approximating irrational numbers (Lesson 14- 15)	Lesson 14 • I can write a fraction as a repeating decimal. • I understand that every number has a decimal expansion. Lesson 15 • I can write a repeating decimal as a fraction. • I understand that every number has a decimal expansion.
5 Let's Put it to Work (Lesson 16)	• I can apply the Pythagorean Theorem to real-world contexts (Lesson 16).	Lesson 16 • I can apply what I have learned about the Pythagorean Theorem to solve a more complicated problem. • I can decide what information I need to know to be able to solve a real-world problem using the Pythagorean Theorem.

Unit Title:

Unit 6: Association in Data

Relevant Standards: Bold indicates priority

Lesson	Standards
8.6.1	8.SP.A, 8.SP.A.1
8.6.2	8.SP.A.1
8.6.3	8.SP.A.1, 8.SP.A.3
8.6.4	8.SP.A.1, 8.SP.A.2
8.6.5	8.SP.A.1, 8.SP.A.2
8.6.6	8.SP.A.1, 8.SP.A.2, 8.SP.A.3
8.6.7	8.SP.A.1
8.6.8	8.SP.A.1, 8.SP.A.2, 8.SP.A.3

8.6.9	8.SP.A.4
8.6.10	8.SP.A.4
8.6.11	8.SP.A

Unit Narrative:

In this unit, students generate and work with bivariate data sets that has more variability than in previous units. They learn to understand and use the terms “scatter plot” and “association,” and describe associations as “positive” or “negative” and “linear” or “non-linear.” Students describe scatter plots, using a term previously used to describe univariate data “cluster,” and the new term “outlier.” They fit lines to scatter plots and informally assess their goodness of fit by judging the closeness of the data points to the lines, and compare predicted and actual values. Students learn to understand and use the terms “two-way table,” “bar graph,” and “segmented bar graph,” using two-way tables to investigate categorical data.

Demonstration of Learning:	**Pacing for Unit**
• CFA 1: Lesson 6 • CFA 2: Lesson 9 (Keep as is in Edulastic) • EoU: Version A	13 Days
Family Overview (link below)	**Integration of Technology:**
Family Resources-English Family resources-Spanish	DESMOS Edulastic
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Alternate interior angles, center of a dilation, clockwise, coefficient, cone, congruent, constant of proportionality, constant term, coordinate plane, corresponding, counterclockwise, cylinder, dependent variable, dilation, function, image, independent variable, linear relationship, negative association, outlier, positive association, radius, rate of change, reflection, relative frequency, right angles, rigid transformation, rotation, scale factor, scatter plot, segmented bar graph, sequence of transformations, similar, slope, solution to an equation with two variables, sphere, straight angle, system of equations, term tessellation, transformation, translation, transversal, two-way table, vertex, vertical angles, vertical intercept, volume	DESMOS Edulastic
Connections to Prior Units:	**Connections to Future Units:**
Grade 7, Unit 8	Algebra 1, Unit 3
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**

Representation: Highlight patterns, critical features, big ideas, and relationships	• Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	I can interpret tables, scatter plots, equations, and situations involving bivariate data. • Level 1: With prompting and supports, I can identify if a relationship has positive, negative, or no association. • Level 2: With prompting and supports, I can determine if a relationship has positive, negative, or no association. • Level 3: With guidance, I can describe what the association means in terms of the situation. • Level 4: I can describe what the association means in terms of the situation. • Level 5: I can use a linear model to make predictions.

Lesson Sequence	Learning Target	Success Criteria/Assessment
1 Does this predict that? (Lesson 1-2)	• I can interpret situations and graphs involving bivariate data (Lesson 1- 2)	Lesson 1 • I can organize data to see patterns more clearly. Lesson 2 • I can draw a scatter plot to show data that has two paired variables.
2 Associations in Numerical data (Lesson 3-8)	• I can interpret tables, scatter plots, equations, and situations involving bivariate data and use that to make predictions (Lesson 3-5) • I can explain the meaning of slope for a situation (Lesson 6) • I can explain how to use lines to show associations, identify outliers and clusters, and answer questions (Lesson 7-8)	Lesson 3 • I can describe the meaning of a point in a scatter plot in context. Lesson 4 • I can pick out outliers on a scatter plot. • I can use a model to predict values for data. Lesson 5 • I can draw a line to fit data in a scatter plot. • I can say whether data in a scatter plot has a positive or negative association (or neither). Lesson 6 • I can use the slope of a line fit to data in a scatter plot to say how the variables are connected in real-world situations. Lesson 7 • I can pick out clusters in data from a scatter plot.

		• I can use a scatter plot to decide if two variables have a linear association. Lesson 8 • I can analyze a set of data to determine associations between two variables.
3 Associations in Categorical Data (Lesson 9-10)	• I can represent data using two-way tables, bar graphs, and segmented bar graphs (Lessons 9 and 10)	Lesson 9 • I can identify the same data represented in a bar graph, a segmented bar graph, and a two-way table. • I can use a two-way frequency table or relative frequency table to find associations among variables. Lesson 10 • I can create relative frequency tables, bar graphs, and segmented bar graphs from frequency tables to find associations among variables.
4 Let's Put it to Work (Lesson 11)	• I can represent data using scatter plots (Lesson 11)	Lesson 11 • I can collect data and analyze it for associations using scatter plots, two-way tables, and segmented bar graphs.

Course Assessment Map

Edulastic Links to be Added at a later time

Unit	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
Unit 1-Rigid Transformations and Congruence	CFA 1 (Lesson 3)	CFA 2 (Lesson 9)	CFA 3 (Lesson 12)	Combine-MoU/EOU ()		
Unit 2-Dilations, Similarity, and Introducing Slope	CFA 1 (Lesson 4)	CFA 2 (Lesson 7)	CFA 3 (Lesson 10)	EOU ()		
Unit 3-Linear Relationships	CFA 1 (Lesson 3)	CFA 2 (Lesson 6)	EOU (Lesson 11)			
Unit 4-Linear Equations and Linear Systems	CFA 1 (Lesson 3)	CFA 2 (Lesson 8)	CFA 3 (Lesson 11)	CFA 4 (Lesson 14)	EOU (A)	
Unit 5-Functions	CFA 1 (Lesson 5)	CFA 2 (Lesson 8)	CFA 3 (Lesson 13)	MOU (A)	EOU (A)	
Unit 6-Association in Data	CFA 1 (L6)	CFA 2 (L9)	EOU (A)			
Unit 7-Exponents and Scientific	CFA 1 (L7)	CFA 2 (L14)	EOU (A)			
Unit 8-Pythagorean Theorem and Irrational Numbers	CFA 1 (Lesson 5)	CFA 2 (Lesson 8)	CFA 3 (lesson 12)	EOU (A, #7 modified)		