

Student Achievement Committee Meeting

Wednesday, December 18, 2024 6:30 PM

BOE Auditorium 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. CT Physical Fitness Assessment Data

Presenter: Sara Hale

5. **Decision**

5.1. 2025 SAC Meeting Calendar Dates

5.2. 25-26 High School Program of Studies

Presenter: Peter
Winger

5.3. Pottery 3 (New Course)

Presenter: Kenneth
Bagley

5.4. Improv Comedy (New Course)

Presenter: Kenneth
Bagley

5.5. Found Object Art (New Course)

Presenter: Kenneth
Bagley

5.6. 6-8 Wellness (Revision)

Presenter: Sara Hale

6. **Adjournment**



Student Achievement & Outcomes Committee
November 20, 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: [November 20, 2024 SAC Meeting Recording](#)

PRESENT Committee members: Jill Fitzsimons-Bula, Kristen Giantonio (Zoom)

ALSO PRESENT: Kenneth Bagley, Carly Fortin, Sara Hale (Zoom), Laura Lanza, Shelby Pons (Zoom), Azra Redzic, Jillian Romann, Kristy Trelly (Zoom), Melanie Vetrano, Leszek Ward, Iris White

Call to Order

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

Decision: Approval of Minutes from September 18, 2024 meeting:

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio, followed by a Roll Call Vote, it was unanimously;

VOTED: to move the minutes to the December 18th Student Achievement Meeting.

Information: 23-24 Multilingual Learner Achievement and Growth

Mrs. Carly Fortin, Chief Academic Officer, and Mrs. Azra Redzic, Elementary Humanities Supervisor, presented highlights on the academic achievements and growth of multilingual learners in Bristol Public Schools. Over the past few years, there has been a significant increase in ML student enrollment, including a 14% rise from last year to this year. In response, the district increased staffing, including TESOL instructors, which has had a positive impact on students' performance.

Questions and discussion followed.

Information: 23-24 Freshman On-Track Data

Mrs. Fortin and Mrs. Melanie Vetrano, Assistant Principal at Bristol Eastern High School, presented that Bristol Public Schools has made significant progress in improving the percentage of ninth-grade students on track to graduate, with the highest rates in the past three years. This improvement is attributed to targeted interventions, creative scheduling, and the addition of on-track counselors, especially after the pandemic's disruption. Notably, the district has focused on closing performance gaps for students receiving specialized instruction and has implemented support strategies like shortened classes that meet every day and specialized programs such as Algebra 1 Foundations.

Questions and comments followed.

Information: 23-24 Smarter Balanced Assessment Data

Administrators in the Office of Teaching and Learning presented recent Smarter Balanced Assessment (SBA) data, showing that while student achievement has improved, growth rates have slowed compared to previous years. This suggests a need for more focused efforts on accelerating learning, especially for already proficient students. Notably, Ellen P. Hubbell School, with a high percentage of high-needs students, outperformed the state average, thanks to effective instructional practices like teacher collaboration and learning walks. The district plans to build on these successes and further refine strategies to ensure continued student progress.

Questions and comments followed.

Decision: History of American Pop Music ECE

Mr. Kenneth Bagley, Supervisor of Fine Arts, presented the curriculum revision for American Music Studies which was previously written in 2004. This course will now be named "History of American Pop Music." This course was updated to include new National Core Arts Standards and will receive University of Connecticut college credits.

Discussion followed.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio,

Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the History of American Pop Music curriculum revision to the full Board of Education for approval.

Decision: Music Theory I and II ECE

Mr. Bagley presented the curriculum revision for Music Theory I and II. These courses will now be able to receive University of Connecticut college credit. These courses were last written in 2004 and have been updated to include new National Core Arts Standards.

Questions followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula,

Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Music Theory I and II ECE curriculum revision to the full Board of Education for approval.

Decision: Grade 3-5 Science

Mrs. Jillian Romann, Elementary STEM Supervisor, presented the curriculum revision for grades 3-5 science. The goals for this revision are to adjust lessons to better fit the 6 week cycles with Social Studies, increase ease of use for teachers, and update resources.

Comments followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula,

Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Grades 3-5 Science curriculum revision to the full Board of Education for approval.

Decision: Marketing II (New)

Mrs. Laura Lanza, Secondary STEM Supervisor, presented the new Marketing II course. This course will expand student opportunities in the Marketing Pathway beyond Marketing I. This will be a college-credit bearing course, articulated with the University of Bridgeport.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio,

Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Marketing II curriculum to the full Board of Education for approval.

Decision: PLTW Cybersecurity (New)

Mrs. Lanza presented the new Cybersecurity course. This course will expand student opportunities in computer programming and strengthen the Creative Construction Pathway. Units will include: Personal Security, System Security, Network Security, and Applied Cybersecurity.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio,

Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Cybersecurity curriculum to the full Board of Education for approval.

Decision: Three-Dimensional Modeling (New)

Mrs. Lanza presented the new Three-Dimensional Modeling course. This course will expand student opportunities within the Engineering and Technical Sciences Concentration Area and the Creative Construction Pathway at BAIMS.

Questions and discussion followed,

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio,

Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Three-Dimensional Modeling curriculum to the full Board of Education for approval.

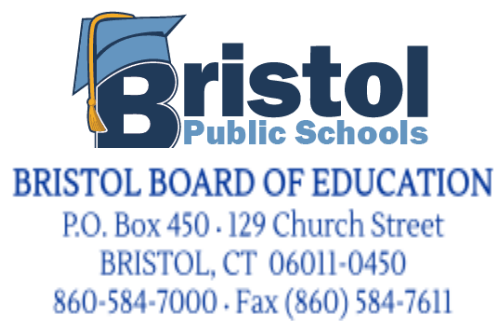
There being no further discussion, Commissioner Fitzsimons-Bula adjourned the meeting at 8:30pm.

Respectfully submitted,

Katlyne Laprise

Katlyne Laprise

Shelby Pons, Chair
Maria Simmons, Vice-Chair
Jill Fitzsimons-Bula,
Secretary
Russell Anderson
Eric Carlson
Kristen Giantonio
Lorianne Osenkowski
Dante Tagariello
Jennifer Van Gorder



Iris White
Acting Superintendent of Schools

Michael Dietter, Ed.D.
Deputy Superintendent of Schools

BOARD OF EDUCATION
STUDENT ACHIEVEMENT & OUTCOMES COMMITTEE MEETING
Wednesday, December 18, 2024 at 6:30 pm
BOE, Auditorium and Virtually via Zoom Platform

<https://zoom.us/j/95416105912?pwd=WFphV3VVOUVXcDVHKzhxU1AxZTBnQT09>

Meeting ID: 954 1610 5912

Passcode: 920550

- 1) Call to order/ [Pledge of Allegiance](#)
- 2) Decision: Approval of Minutes from September 18, 2024 meeting
- 3) Decision: Approval of Minutes from November 20, 2024 meeting
- 4) Public Comment ([Click here for complete listing of Public Comment rules](#))
 - Send your comments to: KatlyneLaprise@bristolk12.org
 - Be sure to put PUBLIC COMMENT in the subject line.
 - Include your name and address.
 - Direct your comments to the Board Chair.
 - Your comments will be read at the meeting by the Board Chair.
 - All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
 - Any comments not adhering to the guidelines will not be read at the meeting.
- 5) Information: CT Physical Fitness Assessment Data, presented by Sara Hale
- 6) Information: CCR Enrollment/Post-Secondary Entrance Data, presented by Carly Fortin
- 7) Decision: 2025 SAC Meeting Calendar Dates
- 8) Decision: 25-26 High School Program of Studies, presented by Peter Wininger
- 9) Decision: Digital Art and Design (New Course), presented by Ken Bagley
- 10) Decision: Pottery 3 (New Course), presented by Ken Bagley
- 11) Decision: Improv Comedy (New Course), presented by Ken Bagley
- 12) Decision: Found Object Art (New Course), presented by Ken Bagley
- 13) Decision: 6-8 Wellness (Revision), presented by Sara Hale

Signed:

Jill Fitzsimons-Bula
Jill Fitzsimons-Bula
Committee Chair



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.



City of Bristol
 Office of Town and City Clerk
 111 North Main Street
 Bristol, Connecticut 06010

To: Town & City Clerk

From: Bristol Board of Education

Contact Person: Carly Fortin

Telephone Number: (860) 584-7079

Address: 129 Church St, Bristol, CT

E-mail Address: carlyfortin@bristolk12.org

In compliance with Section 1-225 of the Connecticut General Statutes the following is a listing of dates of the regular meetings of the Student Achievement and Outcomes Committee.

MONTH	DATE	TIME & PLACE OF MEETING
JANUARY 2025	January 15, 2025	6:30pm- BOE Auditorium
FEBRUARY	February 19, 2025	6:30pm- BOE Auditorium
MARCH	No meeting	N/A
APRIL	April 30, 2025	6:30pm- BOE Auditorium
MAY	May 21, 2025	6:30pm- BOE Auditorium
JUNE	June 18, 2025	6:30pm- BOE Auditorium
JULY	No meeting	N/A
AUGUST	August 20, 2025	6:30pm- BOE Auditorium
SEPTEMBER	September 17, 2025	6:30pm- BOE Auditorium
OCTOBER	October 15, 2025	6:30pm- BOE Auditorium
NOVEMBER	November 19, 2025	6:30pm- BOE Auditorium
DECEMBER	December 17, 2025	6:30pm- BOE Auditorium
JANUARY 2026	January 21, 2026	6:30pm- BOE Auditorium

Yours very truly,

 (Signature) **Chairman**

 (Signature) **Secretary**

 (Date)

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Pottery 3	Art	10-12	.5

Course Description:

Pottery 3 & 4 will allow students further to develop their skills and knowledge in the ceramic arts. In these new courses, students will use Pottery 1 & 2 skills to focus on self-expression and exploration of different media and develop mastery through portfolio preparation.

Aligned Core Resources:

N/A

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

- Meaningfully Contribute to a Global Society**
SOCIAL AND CROSS-CULTURAL SKILLS
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- GLOBAL AWARENESS
- Understand other nations and cultures
- Effectively Communicate in a Global Society**
COMMUNICATION
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Demonstrate Academic Knowledge and Skills**
CONTENT MASTERY
- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum
- Successfully Employ Skills for Self-Sufficiency**
GOAL DIRECTED
- Set goals with tangible and intangible success criteria

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

Prerequisites: Pottery 1 and Pottery 2

[Pottery 3 Equity](#)

Standard Matrix

District Learning Expectations and Standards	Unit 1 - Review of Skills	Unit 2 - Open and Closed Forms	Unit 3 - Altering Forms	Unit 4 - Combining Handbuilt Forms with
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				Wheel-Thrown Forms
Creating				
VA:Cr1.1 Investigate, Plan, Make				x
VA:Cr2.1 Organize and develop artistic ideas and work	x	x		x
VA:Cr3.1 Refine and complete artistic work.			x	
Presenting				
VA:Pr4.1 Select, analyze, and interpret artistic work for presentation.				
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.		x		
VA:Pr6.1 Convey meaning through the presentation of artistic work.				
Responding				
VA:Re7.1 Perceive and analyze artistic work.		x	x	x
VA:Re8.1 Interpret intent and meaning in artistic work.				
VA:Re9.1 Apply criteria to evaluate artistic work.	x			
Connecting				
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x		x	

Unit Links

Unit 1 - Review of Skills	2
Unit 2 - Open and Closed Forms	4
Unit 3 - Altering Forms	6
Unit 4 - Combining Handbuilt Forms with Wheel-Thrown Forms	7

Unit Title:	
Unit 1 - Review of Skills	
Relevant Standards: Bold indicates priority	
<p>VA:Cr2.1.1a - Use multiple approaches to begin creative endeavors</p> <p>VA:Re9.1.1a - Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn11.1.1a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Re9.1 - How does one determine criteria to evaluate a work of art?</p> <p>Cn11.1 - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Re9.1 - People evaluate art based on various criteria</p> <p>Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
Demonstration of Learning:	Pacing for Unit
Students will create wares that will demonstrate their prior knowledge of pottery processes and techniques.	5 Classes
Family Overview (link below)	Integration of Technology:
Students will demonstrate their abilities to create both wheel and handbuilt artwork using prior knowledge of pottery techniques and skills learned in Pottery 1 and 2.	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Centering, Cone Up, Cone Down, Center, Throw, cylinder, walls, base, rim, neck, shoulders, opening the dome, raising/pulling the sides compressing, pinch, coil, slab, modeling, plastic, leatherhard, bone dry, bisque ware, greenware, Glaze, underglaze, resist, texture, sgraffito, stencils	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.	Student work should all look the same Students should all be at the same level

Connections to Prior Units:		Connections to Future Units:	
Students have taken Pottery 1 and 2 as a prerequisite		All future units will be built upon skills reviewed in Unit 1	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Welcoming Interests & Identities 7.2 Optimize relevance, value, and authenticity</p> <p>Sustaining Effort & Persistence 8.2 Optimize challenge and support</p>		<ul style="list-style-type: none"> ● Vary activities and sources of information so they can be: <ul style="list-style-type: none"> ○ Personalized and contextualized to learners' lives ○ Culturally relevant and sustaining ○ Socially relevant ○ Age and ability appropriate ○ Appropriate for different racial, cultural, ethnic, and gender groups ● Provide tasks that allow for active participation, exploration, and experimentation. ● Offer options with varying modes of complexity or difficulty. ● Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition. 	
Supporting Multilingual/English Learners			
Related CELP standards:		CELP Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> ● recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Centering	I can exhibit the techniques used to center clay on the wheel.	Students will center a piece of clay on the pottery wheel. Students will display proper hand/body placement while centering.	Clay, wheel, sponge, water,

		Students will demonstrate the cone up and cone down techniques.	
Lesson 2 Cylinder	I can demonstrate proper techniques used to create a cylinder on the wheel.	Students will dome, open and pull up the walls of the clay. Students will create a cylinder on the pottery wheel that has a consistent thickness of the base, wall and rim.	Clay, wheel, sponge, water, rib tool, pin tool, modeling tool
Lesson 3 Hand Building	I can demonstrate how to use the pinch, coil and slab method of hand building	Demonstrate the use of two handbuilding techniques to create a functional combined form.	Clay, sponge, water, modeling tools, carving tools, scoring tools
Lesson 4 Surface Decoration	I can demonstrate understanding how to use a variety of media to create different finishes on my clay.	Finished wares demonstrate the intended use of media and intended planning.	Clay, banding wheel, sponge, water, brushes, various glazes
Lesson 5 Reflection	I can describe and reflect on the processes of throwing and handbuilding techniques.	Students can either write or verbally articulate the processes of throwing and handbuilding.	

Unit Title:

Unit 2 - Open and Closed Forms

Relevant Standards: Bold indicates priority

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Pr5.1.IIa - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA:Re.7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Essential Question(s):

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

Pr5.1 - What methods and processes are considered when preparing artwork for presentation or

Enduring Understanding(s):

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies

<p>preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Re.7.1 - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p>	<p>when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>Re.7.1 - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p>
Demonstration of Learning:	Pacing for Unit
Students will create an “Open Form” and a “Closed Form” using both wheel thrown and hand building techniques.	14 Classes
Family Overview (link below)	Integration of Technology:
Students will create a variety of clay forms using both wheel thrown and handbuilding techniques to produce both Open and Closed form artwork. Students will be given specific learning criteria and use a variety of clay techniques to complete their artwork.	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Open Form, Closed Form Elements of art, Principles of Design, Glazing and surface texture, Glaze, underglaze, resist, texture, sgraffito	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.	Thinking closed form has a lid. Thinking that thrown pieces are automatically open.
Connections to Prior Units:	Connections to Future Units:
Students will use the skills, processes, and techniques demonstrated in unit 1 to construct new forms.	Students will alter and combine forms in future units. They will use skills, processes, and techniques used in unit 1 and 2 to create more complex forms.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Expression & Communication 5.2 Use multiple tools for construction, composition, and creativity</p> <p>Building Knowledge 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> Solve problems using a variety of strategies. Anchor instruction by linking to and activating relevant prior knowledge

Supporting Multilingual/English Learners			
Related CELP standards:		CELP Learning Targets:	
9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.		An EL Can, with prompting and supports: <ul style="list-style-type: none"> use frequently occurring words and phrases 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Creating a handbuilt open form	I can demonstrate how to create a handbuilt open form.	The form demonstrates balance. The rim is the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.	clay, various modeling tools
Lesson 2 Throwing an open form	I can exhibit a wheel thrown open form.	The form demonstrates balance. The rim is the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.	clay, sponge, water, modeling tools, rib
Lesson 3 Creating a handbuilt closed form	I can demonstrate how to create a handbuilt closed form	The form demonstrates balance. Surface treatment demonstrates craftsmanship and creativity.	clay, sponge, various modeling tools
Lesson 4 Throwing a closed form	I can throw a closed form on the wheel	The form demonstrates balance. The rim is not the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.	clay, sponge, water, modeling tools, rib
Lesson 5 Surface Decoration	I can apply different surface decoration techniques effectively and appropriately. I can apply unique and creative surface decoration to my wares.	The form demonstrates understanding of planning and implementation of specific surface decorations within given criteria.	Glaze, underglaze, brushes, banding wheel

Unit Title:

Unit 3 - Altering Forms

Relevant Standards: Bold indicates priority

VA:Cr3.1.1a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Re.7.1.1a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA:Cn11.1.1a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Essential Question(s):

Cr3.1 - What role does persistence play in revising, refining, and developing work? How does art help us understand the lives of people of different times, places, and cultures? How do life experiences influence the way you relate to art?

Re.7.1 - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Cn11.1 How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understanding(s):

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Re.7.1 - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Demonstration of Learning:

Students will demonstrate an understanding of altered forms

Pacing for Unit

14 days

Family Overview (link below)

Students will create forms both hand built and wheel thrown that will be altered using a variety of tools and processes. Students will have the opportunity to explore different cultures in relation to pottery/ceramics and their similarities and differences.

Integration of Technology:

N/A

Unit-specific Vocabulary:

Foot, Ribbon Tools, loop tools, pin tools, trimming, Additive, Subtractive, altering, slip and score, Glaze, underglaze, resist, texture, sgraffito

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

N/A

Opportunities for Interdisciplinary Connections:

Anticipated misconceptions:

Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.		Altering forms ruins the original form. There is not cultural significance in pottery.	
Connections to Prior Units:		Connections to Future Units:	
Students have made a variety of forms using different methods of construction as well as techniques on the wheel. Students will use the techniques previously learned to create new forms.		By altering forms, students will be able to construct combined forms with more variety. Students will be able to demonstrate a more diverse use of surface decoration.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Languages & Symbols 2.3 Cultivate understanding and respect across languages and dialects</p> <p>Sustaining Effort & Persistence 8.2 Optimize challenge and support</p>		<ul style="list-style-type: none"> Promote the opportunity to share cultures and backgrounds. Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition. 	
Supporting Multilingual/English Learners			
Related CELP standards:		CELP Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Trimming a foot	I can create a foot on my wheel-thrown form using effective trimming tools and techniques.	Students can identify and use trimming tools. Students trim the base of the vessel. The foot is centered and balanced.	Loop tools, ribbon tools, pin tools, wheel, sponge
Lesson 2 Additive and subtractive methods of altering forms	I can use additive and subtractive techniques to alter my forms.	Students can demonstrate additive techniques. Students can demonstrate subtractive techniques.	clay, pin tool, various modeling tools
Lesson 3 Creating feet to hand built pottery.	I can create and add feet to my hand-built pottery	The foot is centered, balanced, and securely attached.	clay, pin tool, various modeling tools

Lesson 4 Surface Decoration	I can apply different surface decoration techniques effectively and appropriately. I can use unique and creative surface decoration for my wares.	The student uses a variety of glaze and surface decoration techniques. Student's work demonstrates either implied or actual texture on their wares. Student's work demonstrates unique decorative surfaces on their wares using the Elements of Design or Principles of Art	
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Unit Title:	
Unit 4 - Combining Handbuilt Forms with Wheel-Thrown Forms	
Relevant Standards: Bold indicates priority	
<p>VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork</p> <p>VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Re.7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>Cr2.1 How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Re.7.1 How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Re.7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p>
Demonstration of Learning:	Pacing for Unit
Students will plan and implement a unique artwork that consists of both thrown and handbuilt forms.	15 Classes

Students will apply surface decoration that is reflective of their prior knowledge and understanding of the media.	
Family Overview (link below)	Integration of Technology:
Students will plan and create a unique form by combining both thrown and handbuilt components. The students will decorate their artwork using appropriate media.	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Design, original, elements of art, principles of design, Pinch, Slab, Coil, Slip, Score, Thrown, form, Combine, hand built, thrown, Glaze, underglaze, resist, texture, sgraffito	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.	Because I am the artist this will be easy. Because I can create what I want this will be easy.
Connections to Prior Units:	Connections to Future Units:
In prior units, students have created multiple forms, altered forms, and used a variety of techniques for creating and finishing a work of art.	At the culmination of this unit, students will have the ability to create, combine and alter forms. They will be able to demonstrate a variety of surface decorations and finishes. They will be able to apply this knowledge on more independent works of art.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Strategy Development 6.2 Anticipate and plan for challenges</p> <p>Sustaining Effort & Persistence 8.2 Optimize challenge and support</p>	<ul style="list-style-type: none"> • Use reflection prompts to anticipate challenges and encourage strategic planning. • Use guides for breaking long-term goals into reachable short-term objectives • Offer options for tools and scaffolds that align with the learning goal and promote agency.
Supporting Multilingual/English Learners	
Related CELP standards:	CELP Learning Targets:
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic

		expressions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Exploring and developing ideas	I can generate ideas from a variety of sources to come up with creative and unique ideas. I can create a plan that includes a written list of tools, materials sketches.	Plan describes an original work of art and includes sketches and a written list of tools and materials	paper, writing and sketching implements, art resources (digital or paper), access to Smartboard or other inclusive technology
Lesson 2 Creating the handbuilt piece	I can implement my plan to create the handbuilt portion of my Vessel.	The finished handbuilt piece matches the planned description.	Clay, various modeling tools, glazes
Lesson 3 Creating the wheel thrown piece	I can implement my plan to create the wheel thrown portion of my Vessel.	The finished wheel thrown piece matches the planned description.	Pottery wheel, clay, various modeling tools, glazes
Lesson 4 Combining Handbuilt Pieces with Thrown Pieces	I can create a single ceramic piece incorporating both thrown and handbuilt techniques.	The final piece will demonstrate understanding and use of a plan coming together in a work of art.	clay, various modeling tools, glazes
Lesson 5 Surface Decoration	I can apply different surface decoration techniques effectively and appropriately. I can apply unique and creative surface decoration to my wares.	What role does persistence play in revising, refining, and developing work?	Glaze, underglaze, resits, texture tools, sgraffito tools

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Improv Comedy	Theater	9-12	0.5
Course Description:			
<p>In this course, students will learn improvisation principles and foundational skills, work together to play theater games and build improvised scenes, cultivate creativity and strengthen communication skills, and perform in a culminating improv show featuring short-form games and long-form scenes.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
NA (Smartboards, Chromebooks)		<p>Meaningfully contribute to a global society COLLABORATION</p> <ul style="list-style-type: none"> • Demonstrates ability to work effectively and respectfully with diverse teams • Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work and value the individual contributions made by each team member <p>Successfully Employ Skills for Self-Sufficiency GOAL DIRECTED</p> <ul style="list-style-type: none"> • Set goals with tangible and intangible success criteria • Use time and financial resources wisely to meet goals, complete tasks, and manage projects • Balance tactical (short-term) goals • Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals <p>Effectively Communicate in a Global Society COMMUNICATION</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact • Communicate effectively in diverse environments (including becoming multi-lingual) 	
Additional Course Information:		Link to Completed Equity Audit	

Knowledge/Skill Dependent courses/prerequisites

NA **Improv Theater Equity Curriculum Review**

Standard Matrix

District Learning Expectations and Standards	Ensemble Building through Foundations of Improv	Developing Improv Techniques and Ideas	Improvisation as Performance
Creating			
TH:Cr1.1 Generate and conceptualize artistic ideas and work.			
TH:Cr2.1 Organize and develop artistic ideas and work.	x	x	x
TH:Cr3.1 Refine and complete artistic work.	x	x	x
Performing			
TH:Pr4.1 Select, analyze and interpret artistic work for presentation.		x	x
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	x		x
TH:Pr6.1 Convey meaning through the presentation of artistic work.			x
Responding			
TH:Re7.1 Perceive and analyze artistic work.			
TH:Re8.1 Interpret intent and meaning in artistic work.			
TH:Re9.1 Apply criteria to evaluate artistic work.			
Connecting			
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		x	x
TH:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			

Unit Links

Ensemble Building through Foundations of Improv	3
Developing Improv Techniques and Ideas	6
Improvisation as Performance	10

Unit Title:

Ensemble Building through Foundations of Improv

Relevant Standards: Bold indicates priority

TH:Cr2-II.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Cr3.1.I.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr5.1.III.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Essential Question(s):

Cr2 - How, when, and why do theatre artists' choices change?

Cr3 - How do theatre artists transform and edit their initial ideas?

Pr5 - What can I do to fully prepare a performance or technical design?

Enduring Understanding(s):

Cr2 - Theatre artists work to discover different ways of communicating meaning.

Cr3 - Theatre artists refine their work and practice their craft through rehearsal.

Pr5 - Theatre artists develop personal processes and skills for a performance or design.

Demonstration of Learning:

Use of terminology
Insightful and interesting character development
Commitment to character, story, and process

Pacing for Unit

10 classes

Family Overview (link below)

Students will learn the basics of improv and its foundation in the world of theater.

Integration of Technology:

SmartBoard for Slides
Computers for typing/researching

Unit-specific Vocabulary:

Improv, "Yes, And", Character, Act, Scene, Conflict, Objective, Timing, Blocking, projection, "turn out", stage

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

N/A

directions, stage positions (SR, SL, DC, etc), beat, endowment, offer, environment	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
ELA-Studying prompts and use of punctuation for interpretation	Improvisation is easy to do if you have acting experience
Connections to Prior Units:	Connections to Future Units:
“Beginning Acting” course work (prior classes, participation in productions, “Intermediate Acting”)	Terminology and fundamental technique to built personal strategies/tools that will be applied in the methodologies to the student in Unit 2
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals -
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
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.	<p>I can actively listen to others</p> <p>I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</p> <p>I can present basic information</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2 Icebreakers /ensemble building	I can cooperate as a creative team to make interpretive choices for a drama/theater work	Participation and demonstrated understanding/use of basic terminology Assessment: Participation Rubric	Icebreaker games
3-4 Acting fundamentals	I can participate in a variety of acting exercises and techniques that can be applied to rehearsal or drama/theater performance.	Participation and demonstrated understanding/use of basic terminology Assessment: Participation Rubric Acting Terms quiz	Word wall/terms quiz
5 What is improv? Discuss the early concepts of improv and play introductory theater games as ensemble-building techniques	I can utilize fundamental improv theater terminology	<ul style="list-style-type: none"> ● Identify fundamental improv acting techniques ● Use fundamental acting terminology Assessment: Participation Rubric	Participation Rubric Video clips of Improv scenes like “Whose Line...”
6-7 What is improv? Participate in introductory theater games as ensemble-building techniques	<p>I can define improv and its significance in theater and performance.</p> <p>I can discuss the roots of improv in commedia dell'arte, vaudeville, and later influences.</p>	<ul style="list-style-type: none"> ● Identify fundamental improv acting techniques ● Use fundamental acting terminology Assessment: Participation Rubric	Participation Rubric Terms Quiz Introduce a variety of games, including: <ul style="list-style-type: none"> ● “Scenes from a Hat” ● “Props” ● “Party Quirks” ● “Alphabet Scene” ● “Freeze” ● “Questions Only” IMPROV ENCYCLOPEDIA
8-10 Practicing Basic Improv	I can practice and develop spontaneous communication and listening skills.	Develop introductory improv techniques Assessment: Participation Rubric	Word assoc and other quick-time games

Unit Title:	
Developing Improv Techniques and Ideas	
Relevant Standards: Bold indicates priority	
<p>TH:Cr2-II.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.</p> <p>TH:Cr3.1.I.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>TH:Pr4.1.I.b - Shape character choices using given circumstances in a drama/theatre work.</p> <p>TH:Cn10.1.III.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr2 - How, when, and why do theatre artists' choices change?</p> <p>Cr3 - How do theatre artists transform and edit their initial ideas?</p> <p>Pr4 - Why are strong choices essential to interpreting a drama or theatre piece?</p> <p>Cn10 - What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>	<p>Cr2 - Theatre artists work to discover different ways of communicating meaning.</p> <p>Cr3 - Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Pr4 - Theatre artists make strong choices to effectively convey meaning.</p> <p>Cn10 - Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>
Demonstration of Learning:	Pacing for Unit
<p>Use of terminology Insightful and interesting character development Commitment to character, story, and process</p>	15 classes
Family Overview (link below)	Integration of Technology:
Students will use terms and advance their practice and understanding of improv tactics and performance	SmartBoard for Slides Computers for typing/researching
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Yes, And Character Scene Platform Conflict	NA

Suggestion Timing Blocking Environment Endowment Beat Follow the Fun Waffle, Environment, Endowment Improvisation	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
ELA	Improv is quick, simple, and funny
Connections to Prior Units:	Connections to Future Units:
Unit one provides the foundation for the skills developed here	Final performance unit is next; these skills provide the foundation for this upcoming learning and experience
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals -
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.2	I can actively listen to others

<p>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.</p>	<p>I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary I can present basic information</p>		
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>1-2</p>	<p>I can annotate and analyze how professional artists work their craft</p>	<p>Notes and reflection documents</p>	<p>Video clips of troupes like Upright Citizens and Second City</p>
<p>3 Introduce/ practice short-form improv games</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> • Improvise in a devised game or activity using fundamental acting techniques <p>Assessment: Participation Rubric</p>	
<p>4 Practice Short-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> • Improvise in a devised game or activity using fundamental acting techniques <p>Assessment: Participation Rubric</p>	<p>Intro/play a variety of games, including:</p> <ul style="list-style-type: none"> • “Scenes from a Hat” • “Props” • “Party Quirks” • “Alphabet Scene” • “Freeze” • “Questions Only” <p>Improv Encyclopedia</p>
<p>5 Introduce/pr actice long-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> • Improvise using fundamental acting technique in various forms of improv such as “Harold” and “Armando”. <p>Assessment: Participation Rubric</p>	
<p>6 Practice long-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<p>Improvise in a devised game or activity using fundamental acting techniques using long-form</p> <p>Work in groups to develop a cohesive long-form piece. Focus on narrative arcs, character relationships, and thematic elements.</p> <p>Assessment:</p>	

		Participation Rubric	
7 Introduce Social Justice/ "Guerilla Theater"	I can express thoughts, feelings, and actions through improv and partner scene work	<ul style="list-style-type: none"> Improvise in a devised game or activity using fundamental acting techniques Assessment: Participation Rubric	https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing
8 Practice a Guerrilla Theater Scene	I can express thoughts, feelings, and actions through improv and partner scene work	<ul style="list-style-type: none"> Improvise in a devised game or activity using fundamental acting techniques Assessment: Participation Rubric	
9-11 Develop a "new" activity based on previous lessons	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Create a devised game or activity using fundamental acting techniques (choose long or short form, etc)	
12-14 Share activity	<p>Leader: I can articulate and examine choices to refine a devised or scripted drama/theatre work.</p> <p>Participant: I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p>	<p>Share small-group drama/theatre work, with peers as audience.</p> <p>Improvise in a devised game or activity using fundamental acting techniques</p> Assessment: Participation Rubric/rating sheets	
14-15 Festival of Games!	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	<p>Participate in a devised game or activity using fundamental acting techniques</p> Assessment: Participation Rubric	Various short and long activities, as well as peer-created "favorites".

Unit Title:

Improvisation as Performance

Relevant Standards: Bold indicates priority

TH:Cr2-II.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

TH:Cr3.1.I.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr4.1.I.b - Shape character choices using given circumstances in a drama/theatre work.

TH:Pr5.1.III.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

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

TH:Cn10.1.III.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Essential Question(s):	Enduring Understanding(s):
<p>Cr2 - How, when, and why do theatre artists' choices change?</p> <p>Cr3 - How do theatre artists transform and edit their initial ideas?</p> <p>Pr4 - Why are strong choices essential to interpreting a drama or theatre piece?</p> <p>Pr5 - What can I do to fully prepare a performance or technical design?</p> <p>Pr6 - What happens when theatre artists and audiences share a creative experience?</p> <p>Cn10 - What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	<p>Cr2 - Theatre artists work to discover different ways of communicating meaning.</p> <p>Cr3 - Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Pr4 - Theatre artists make strong choices to effectively convey meaning.</p> <p>Pr5 - Theatre artists develop personal processes and skills for a performance or design.</p> <p>Pr6 - Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Cn10 - Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>
Demonstration of Learning:	Pacing for Unit
Commitment to character, story, and process Final Performance	~20 classes
Family Overview (link below)	Integration of Technology:
Students prepare for live performance by practicing in front of others and devising/performing an "Improv Night"	SmartBoard for Slides Computers for typing/researching
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

Conflict Suggestion Environment Endowment Beat Waffle Endowment	Visual Art/Graphic art (program and posters etc)
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Class “tour” will be inspired by the class content/course title	Improv is comedic
Connections to Prior Units:	Connections to Future Units:
Final performance-ready unit with prior units providing the foundation for this part of the experience	Improv provides a perfect foundation for ALL future acting as well as any event needing public engagement and teamwork.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals -
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses,	I can actively listen to others I can participate in short conversational and written exchanges on familiar topics using academic and

responding to peer, audience, or reader comments and questions.		domain specific vocabulary I can present basic information	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 Understanding Audience Dynamics and offers	I can <i>recognize and name</i> audience reactions to enhance my improv performance	Participate in conversations around viewing the videos and watching professionals work with audience offers Participation rubric	Video clips of improv performances and experts discussing audience interaction https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing
2 Techniques for Audience Engagement	I can <i>respond</i> to audience reactions to enhance my improv performance	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	Video clips of improv performances and experts discussing audience interaction https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing
3-6 Game Selection and practice	I can use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	improvencyclopedia.com etc
7-8 Long Form Improv Practice (Comedy)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	
9 Short form Improv practice (Comedy)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	
10 Theater for Social Justice (Drama or Serio-Comedic)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	

Practice			
11 put together program and select games/activities for performance	Cooperate as a creative team to make interpretive choices for a drama/theatre work.	Assessment: Participation Rubric	Chromebooks for program etc
12-15 rehearse for classroom tour	I can refine my work and practice my craft through rehearsal.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	
16-18 classroom tour	I can share and present stories, ideas, and envisioned worlds to explore the human experience.	Performing for alternative audiences (other than classmates) Assessment: Performance rubric	
19-20 Rehearse for improv night	I can refine my work and practice my craft through rehearsal.	Engaging in activities and being an active audience member for practice Assessment: Participation rubric	
Rehearse and prep tech for improv night	I can develop personal processes and skills for a performance or design.	Engaging in activities and being an active audience member for practice Assessment: Participation rubric	
Final Performance: improv night	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	Performing for alternative audiences (other than classmates) Assessment: Performance rubric	
Reflection		Reflection Document	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Found Object Art	Art	9-12 BAIMS	0.5

Course Description:

In this course students will explore the concept that discarded or unwanted materials can be used within art. Students will explore various textures and sizes of recycled/found objects, and by utilizing those materials, create their own artwork. They will be able to analyze how placing objects into an assemblage, along with changing their color, alters a viewer's perception of those objects. This course will allow students to explore materials from their environment while connecting them to contemporary artists who use similar materials and processes.

Aligned Core Resources:

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

Demonstrate Academic Knowledge and Skills:

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively, use systems thinking
- 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.

Meaningfully contribute to a global society:

COLLABORATION

- Demonstrates ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

 **Found object Art - Equity Curriculum Review**

Standard Matrix

District Learning Expectations and Standards	Foundations of Found Object Art:	Principles of Design	Safe Use of Tools	From Historical to Modern	Collaboration and Large Assemblage	Critique and Problem Solving
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	How to Scavenge		and Materials	and Cultural Styles	e	
Creating						
VA:Cr1.1 Investigate, Plan, Make	x	x	x	x	x	
VA:Cr2.1 Organize and develop artistic ideas and work	x	x	x		x	
VA:Cr3.1 Refine and complete artistic work.	x					
Presenting						
VA:Pr.4.1 Select, analyze, and interpret artistic work for presentation.	x					x
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.				x	x	x
VA:Pr6.1 Convey meaning through the presentation of artistic work.				x		
Responding						
VA:Re7.1 Perceive and analyze artistic work.				x		
VA:Re8.1 Interpret intent and meaning in artistic work.						
VA:Re9.1 Apply criteria to evaluate artistic work.						
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		x				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					x	

Foundations of Found Object Art: How to Scavenge	3
Principles of Design	5
Safe Use of Tools and Materials	8
From Historical to Modern and Cultural Styles	10
Collaboration and Large Assemblage	12
Critiquing, Problem Solving and Exhibiting	15

Unit Title:

Foundations of Found Object Art: How to Scavenge

Relevant Standards: Bold indicates priority

VA:Cr1.1.I - Use multiple approaches to begin creative endeavors

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Pr4.1.Ia - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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

Cr3.1 - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Pr4.1 - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Pr4.1 - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

for presentation?	
Demonstration of Learning:	Pacing for Unit
Students will show understanding of scavenging and collection concepts for found object art as they are guided through various techniques to create themes around each assemblage.	8 Classes
Family Overview (link below)	Integration of Technology:
Students will be introduced to scavenging concepts and techniques associated with found object art. Students will be guided through how to collect to assemble this sculptural style of art, as well as learn how to find material to create themes surrounding each work of art.	n/a
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Found Object Art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism	Posters, handouts, Chromebooks/Computer, homework packets, pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.	Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.
Connections to Prior Units:	Connections to Future Units:
n/a	Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Welcoming Interests & Identities 7.3 Nurture joy and play Sustaining Effort & Persistence 8.1 Clarify the Meaning and Purpose of goals	<ul style="list-style-type: none"> • Incorporate opportunities for exploration, experimentation, and discovery • Create space for learners to take pride in their accomplishments • Incorporate storytelling • Encourage organization of long-term goals into short-term objectives • Display the goal in multiple ways

		<ul style="list-style-type: none"> • Use prompts or scaffolds for imagining desired outcomes. • Co-construct ideals of excellence and generate relevant examples that connect to learners' cultural backgrounds, identities, and interests. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
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.		An EL can . . .with prompting and supports: <ul style="list-style-type: none"> • actively listen to others • respond verbally and nonverbally to simple yes/no questions and some wh- questions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
What is Found Object Art?	I can learn the basis of found object art, including how and what to collect, how to incorporate it into art.	I can watch and respond through a Q&A session or written response to a presentation based on scavenging for found objects for art.	Posters, handouts, chromebooks, off campus homework.
Materials and How to Scavenge	I can learn the importance and reasoning behind sculpture materials along with the methods of knowing how to find them.	I can scavenge three materials on campus for a small sculpture product.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Fundamentals of Assembling	I can learn basic planning and assemblage techniques, including, adhesives, wiring and other ways to build and attach.	I can perform small practice assemblage with pre-collected found objects.	Pre-collected found objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:
Principles of Design
Relevant Standards: Bold indicates priority
<p>VA:Cr1.1.I Use multiple approaches to begin creative endeavors</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1.II Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Cr10.1 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will show understanding of the related principles of design and their connection to scavenging and building found object art. Students will label their principles of design in their rough drafts, as well as, discuss their use during verbal assessments and artist statements..</p>	<p>7 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will be introduced to the principles of design and how they relate to found object art. Students will utilize the principle of design to collect materials and assemble their art to create sound and aesthetically pleasing works of art. be</p>	<p>n/a</p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Principles of Design, Balance, Contrast, Emphasis, Rhythm, Movement, Pattern, Unity</p>	<p>Posters, handouts, Chromebooks/Computer, homework packets, sketchbooks, pencils, colored pencils, markers, Pre-collected objects, adhesives, wire and string, planning, sculpture model or motivational art.</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.</p>	<p>Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.</p>
Connections to Prior Units:	Connections to Future Units:

Students will continue to use their knowledge of the principles of design throughout the rest of the course.		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Building Knowledge</p> <p>3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>3.3 Cultivate multiple ways of knowing and making meaning</p>		<ul style="list-style-type: none"> • 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. • 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, helping to prevent cognitive overload. • 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:	
<p>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</p>		<p>An EL can... with prompting and supports:</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Principles of Design	I can learn and identify the elements of art and principles of design.	I can create a drawing response to the principles of design presentation.	Principles of design focused slides, handouts, chromebooks, homework packet
Applying the Principles of Design	I can learn application techniques to show understanding in how to incorporate the principles of design to create works of art.	I can create a drawing response to show evidence of learning the principles of design presentation. This will serve as a reference page for future assignments.	Principles of design focused slides, handouts, chromebooks, sketchbooks, pencils, colored pencils, markers.
Sculpture	I can learn assemblage techniques to	I can assemble a found art	Pre-collected objects,

Using the Principles of Design	create to show understanding in how to incorporate the principles of design in a three dimensional works of art.	sculpture based on three of the principles of design.	adhesives, wire and string, planning paper or sketchbook, sculpture model or motivational art.
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Unit Title:

Safe Use of Tools and Materials

Relevant Standards: Bold indicates priority

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.2.HSI Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Demonstration of Learning:

Students will show an understanding of the safe use of sculptural tools and materials through tool education and a series of live demonstrations. Upon learning safe tool techniques and practice, students will be asked to demonstrate tool and materials use in small and large group settings.

Pacing for Unit

2 Classes

Family Overview (link below)

Students will learn how to use tools and classroom materials safely through tool education guidelines and a series of live demonstrations. Students will receive time

Integration of Technology:

n/a

to practice and demonstrate what they have learned about tool and material safety.			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Safety mask, protective gloves, proper cut method, installation		Cardboard or Chipboard, "Exacto" knife or scissors, cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Found object art building elements intersect with many aspects of other educational disciplines and problem solving ideas, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
n/a		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Sustaining Effort & Persistence 8.1 Clarify the Meaning and Purpose of goals		<ul style="list-style-type: none"> • Display the goal in multiple ways • Use prompts or scaffolds for imagining desired outcomes. • Co-construct ideals of excellence and generate relevant examples that connect to learners' cultural backgrounds, identities, and interests. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can... relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Tool Education and Safety	I can learn about the tools needed for sculpture assemblage and how to use them in a safe manner.	I can respond through Q&A or in written form to show understanding about education and tool safety.	Cardboard or Chipboard, "Exacto" knife or scissors, cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel
Tool Use Assessment	I can show physical evidence of what each tool is used for and how to safely utilize it	I can perform a small educational lesson to their	Cardboard or Chipboard, "Exacto" knife or scissors,

	for sculpture assemblage.	group/table about the appropriate use and care of a classroom tool.	cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel
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Unit Title:

From Historical to Modern and Cultural Styles

Relevant Standards: Bold indicates priority

VA:Cr1.2.III Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Pr5.1.I Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Pr6.1.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Re7.2.II Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Essential Question(s):	Enduring Understanding(s):
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Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Pr6.1 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Re7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Pr6.1 - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding

Re7.2 - Visual imagery influences understanding of and responses to the world.

Demonstration of Learning:	Pacing for Unit
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Students will show understanding of found object art that directly relates to art through various time periods and different cultures by exploring web searches, creating evidence slides and through verbal explanations of each work of art.	10 Classes
Family Overview (link below)	Integration of Technology:
Students will learn how found object art directly relates to art of various time periods and different cultures. Students will explore and show learning through web searches, creating evidence slides and through verbal explanations of each work of art.	n/a
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Cubism, Geometric abstraction, Constructivism, Dadaism Surrealism, Futurism, Formalism, Abstract Expressionism, Pop-Art, Minimalism, Land art, Installation art, Found object art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism	Posters, handouts, chromebooks, homework packet,
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Found object art in different cultures and over various time periods connect with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.	Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.
Connections to Prior Units:	Connections to Future Units:
Part of the found object art introduction will speak on the connection with the importance of finding this type of sculptural art in various cultures. Students will also be exploring the principles of design, comparing and contrasting and critiquing works of art from different time period and cultures.	Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> • Bridge concepts with relevant analogies and metaphors. • Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom).
Welcoming Interests & Identities 7.2 Optimize relevance, value, and authenticity	<ul style="list-style-type: none"> • Personalized and contextualized to learners' lives

		<ul style="list-style-type: none"> • Culturally relevant and sustaining • Socially relevant • Age and ability appropriate • Appropriate for different racial, cultural, ethnic, and gender groups 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>9-12.4 An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>		<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> • -determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events • with prompting and supports, verbally or nonverbally express an opinion about a familiar topic or event • using a limited number of words and phrases acquired in conversations, reading, and being read to 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
History of Found Object Art	I can learn about found object art over a range of time periods.	I can create a slide show based on found object art from a previous time period all the way to modern today. Students can respond to their peers' presentations through Google Classroom.	Posters, handouts, chromebooks, homework packet
Cultural Found Object Art	I can learn about found object art from a variety of cultures.	I can research and create a building plan based on a specific culture and assemble a found object sculpture.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:
<h2>Collaboration and Large Assemblage</h2>

Relevant Standards: Bold indicates priority	
<p>VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on the student's existing artwork.</p> <p>VA:Cr1.1.HSIII Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>VA:Pr5.1.HSII Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Cn11.1.HSI Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Cn11.1 - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p> <p>Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will show understanding of found object collaboration and large assembly through prior unit learning, including small group collaboration and assemblage practices and large assemblage preparation and rough draft planning. Students will perform their found object build and create an artist statement to show evidence of learning.</p>	<p>10 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will learn how to collaborate with their peers when creating an assembled found art sculpture. As a final project, students will build a large found object art work using prior unit knowledge while working in a</p>	<p>n/a</p>

group.			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Found Object Art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism		Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Found object art assemblage intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
Collaboration and assemblage directly relate to every unit throughout the found object art curriculum as working in groups to assemble sculpture art is this course's major goal and the students final assessment opportunity.		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Building Knowledge 3.4 Maximize transfer and generalization		<ul style="list-style-type: none"> • Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.) to make learning more relatable. • Incorporate explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground). • Offer opportunities over time to revisit key ideas and linkages between ideas. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
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.		An EI can... with prompting and supports: <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

Collaboration Project	I can learn how to create and manage a group project.	I can work with others to complete a group task to help prepare materials for the next assemblage.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Large Assembled Sculpture	I can use previously learned techniques to help plan and create large scale sculptures.	I can be a part of a group that plans and assembles large scale sculptures.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:

Critiquing, Problem Solving and Exhibiting

Relevant Standards: Bold indicates priority

VA:Pr.4.1.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr5.1.I Analyze and evaluate the reasons and ways an exhibition is presented.

Essential Question(s):

Pr4.1 - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Enduring Understanding(s):

Pr4.1 - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Demonstration of Learning:

Students will show a clear understanding of how to critique and problem solve by actively analyzing artworks using a structured approach, including using a question template, discussing their observations with peers, identifying areas for improvement, experimenting with techniques and materials to overcome challenges, and reflecting on their creative process to make informed adjustments. Students last performance will be to exhibit their art work.

Pacing for Unit

2 Classes

Family Overview (link below)

Integration of Technology:

Students will learn how to critique and problem solve by actively analyzing artworks. Students will experimenting with techniques and materials to overcome challenges, and reflect on their creative process and make changes. Lastly, students will learn how to exhibit their art work for an audience.		n/a	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Evaluate, analyze, critique, final product.		Handouts, Chromebook	
Opportunities for Interdisciplinary Connections:		Anticipated Misconceptions:	
Responding to the elements of found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
Critiquing and problem solving directly relates to every unit throughout the found object art curriculum as creating art requires critiquing and problem solving at every corner. Students will be using these learned skills throughout each unit.		n/a	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.1 Support opportunities to customize the display of information</p> <p>Expression and Communication 5.3 Build fluencies with graduated support for practice and performance</p>		<ul style="list-style-type: none"> • Color used for information or emphasis • Layout of visual or other elements • Use differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners). • Use multiple examples of novel solutions to authentic problems. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		An EL can... with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

<p>Analyze The Work: Critique and Problem Solve</p>	<p>I can use proper critiquing methods to analyze and problem solve my final product.</p>	<p>I can participate in a formal critique to help better understand strong and weak parts of a structure as well as problem solve how to strengthen the piece as a whole.</p>	<p>Handouts, Chromebook</p>
<p>Exhibiting The Work</p>	<p>I can understand how to display a work of art or works of art to show worth, theme or tell a story</p>	<p>I can hang artwork by a specific sequence, grouping or a particular perspective to evoke emotion or raise questions amongst an audience.</p>	<p>Display materials</p>



Course Title:	Content Area:	Grade Level:
Wellness for Intermediate Grades	Wellness	6-8

Course Description:

Welcome to **Skills-Based Health Education** for grades 6-8. This course is designed to equip students with essential knowledge and practical skills to make informed decisions about their health and well-being. Throughout the program, students will engage in interactive lessons and hands-on activities that promote physical, mental/emotional, and social health.

Course Objectives

- **Understanding Health Concepts:** Learn about the importance of nutrition , personal hygiene, disease prevention, substance abuse awareness and prevention and the qualities of healthy relationships.
- **Developing Personal and Interpersonal Skills:** Enhance communication, decision-making, and goal-setting skills to foster healthy relationships and lifestyles.
- **Practicing Health-Enhancing Behaviors:** Engage in activities that encourage the adoption of lifelong healthy habits, balanced diets, and stress management techniques.
- **Promoting Safety and Preventive Measures:** Understand the significance of personal safety, disease prevention, and emergency response.

This course aims to empower students with the knowledge and skills necessary to lead healthy, balanced lives. By fostering a proactive approach to health education, we strive to build a foundation for lifelong wellness and positive health outcomes.

Aligned Core Resources:

RMC Health

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

None

Connection to the BPS Vision of the Graduate

Health Literacy

- Obtain, interpret and understand basic health information and services and use such
- information and services in ways that enhance health
- Understand preventative physical and mental health measures, including proper diet,
- nutrition, exercise, risk avoidance and stress reduction
- Understand basic public health and safety issues

Equity Curriculum Review

Standard Matrix for the Course

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

District Learning Expectations and Standards	Unit 1: Analyzing Influences	Unit 2: Accessing Information	Unit 3: Interpersonal Communication	Unit 4: Decision Making	Unit 5: Goal Setting	Unit 6: Self-Management	Unit 7: Advocacy				
Alcohol, Nicotine and Other Drugs (ANOD)											
1. ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use.		S									
2. ANOD 1.2.8 Distinguish between proper use and abuse of over the counter and prescription medicines.	S			S							
3. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.	P	P		P							
4. ANOD 1.4.8 Describe situations that could lead to the first time	P										

use of alcohol and other drugs.											
5. ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.	S			S							
6. ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.		P									
7. ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.	S	S		P							
8. ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.				S							
9. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	P	P		P							
Healthy Relationships (HR)											
HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.).		P				P					
HR 1.3.8 Describe characteristics of healthy relationships (communication,			P								

Unit Links

Grade 6

1: Communication in MEH.....	12
2: Analyzing Influences of ANOD.....	16
3: Decision Making in HEPA.....	20
4: Accessing Info (SH/SAAP).....	23

Grade 7

1: Analyzing Influences in MEH.....	27
2: Goal Setting in HEPA.....	30
3: Communication in HR.....	33
4: Accessing Information in ANOD.....	36

Grade 8

1: Accessing Information in Disease, Injury and Violence Prevention.....	39
2: Advocacy in MEH.....	42
4: Self-Management in SH/SAAP.....	49

Grade 6

Unit Title

1: Communication in Mental and Emotional Health

Relevant Standards: Bold indicates priority:

IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health

IC 4.4.8 Demonstrate healthy ways to manage or resolve conflict.

MEH 1.2.8 Recognize factors that increase self worth (recognizing strengths, growth mindset, confidence, competence).

MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies.

MEH 1.8.8 Describe characteristics of positive mental and emotional health.

MEH 1.15.8 Describe personal stressors at home, in school, and with friends.

MEH 1.16.8 Examine the risks of impulsive behaviors.

VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

Essential Question(s):

- How can effective communication contribute to supporting mental health and well-being?

Enduring Understanding(s):

Being an effective communicator plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.

Demonstration of Learning:

Pacing for Unit:

<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	<p>10 lessons</p>
<p>Family Overview (link below)</p>	<p>Application of technology:</p>
<p>Unit 1</p>	<p>N/A</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<ul style="list-style-type: none"> ● listen, speak, voice, body language, facial expressions, intent, engagement, inflection, tone, message, conflict, resolution, perspective, coping strategies, needs, wants, feelings, compromise, fair, negotiate, Wellness, physical health, mental health, emotional health, social health, character, self esteem, bullying, bystander, emotions, stress, anxiety 	
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>N/A</p>	<ul style="list-style-type: none"> ● Other people's opinions determine my self-worth. ● Ignoring bullying will make it go away. ● Bullying is just a normal part of growing up. ● Talking about my anxiety will make people think I'm weak or crazy.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future units.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Checkpoint 7.3 Minimize threats and distractions.</p>	<ul style="list-style-type: none"> ● Establish Clear Expectations: Clearly communicate behavioral

	<p>expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions.</p> <ul style="list-style-type: none"> ● Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. ● Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and providing comfortable seating. ● Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task. Provide individualized support for students who may struggle with self-regulation. ● Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. ● Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.2 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</p>	<p>Level 1</p> <ul style="list-style-type: none"> ● I can actively listen to others <p>Level 2</p> <ul style="list-style-type: none"> ● I can participate in short conversational and written exchanges on familiar topics and texts using

	<p>academic and domain specific vocabulary</p> <p>Level 3</p> <ul style="list-style-type: none"> • I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> • I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> • I can summarize the key ideas
Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> • I can identify effective communication skills. • I can demonstrate active listening skills and communication blockers. • I can identify the context of a variety of communication situations.
2	<ul style="list-style-type: none"> • I can demonstrate the use of effective speaking strategies to resolve conflicts.
3	<ul style="list-style-type: none"> • I can apply effective verbal communication skills to enhance mental emotional health.
4	<ul style="list-style-type: none"> • I can consider character traits when communicating with others • I can define the six pillars of Character and identify my own personal character traits.
5	<ul style="list-style-type: none"> • I can examine how my verbal/nonverbal communication skills impact others' self-worth. • I can define self esteem and identify the factors that impact self-worth.
6	<ul style="list-style-type: none"> • I can demonstrate the use of effective speaking strategies to resolve conflicts in the bullying cycle • I can define the role of the bystander and explain the importance of the bystander in the prevention of bullying and conflict.
7	<ul style="list-style-type: none"> • I can identify a variety of communication strategies to remain calm in a variety of situations. • I can identify a variety of emotions and how expressing my emotions can impact others. • I can identify positive ways to deal with my emotions.
8	<ul style="list-style-type: none"> • I can demonstrate effective communication skills to express my needs. • I can define stress and identify common stressors in everyday life. • I can explain the difference between healthy and unhealthy ways of managing stress.
9	<ul style="list-style-type: none"> • I can demonstrate effective verbal and non verbal communication skills to enhance mental/emotional health. • I can define anxiety and describe its effects on overall Wellness. • I can describe positive coping skills for self and others.
10	<ul style="list-style-type: none"> • I can demonstrate the use of effective speaking strategies to resolve

	conflicts.
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Grade 6

Unit Title:	
2: Analyzing Influences of Alcohol, Nicotine and Other Drugs	
Relevant Standards: (Bold indicates priority)	
INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors. INF 2.1.8 Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">• What are the factors that influence an individuals' decisions regarding drug use?• What are the consequences of drug use?	<ul style="list-style-type: none">• The way we feel, think, and act is constantly being influenced by the people and things in our life. By learning how to analyze influences, we are empowered to take ownership of our well-being by thoughtfully and critically choosing if and how we engage with influences.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">• Rubric• Observation• Written Assignment	10 lessons

<ul style="list-style-type: none"> • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of technology:
Unit 2	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • influence, social norms, peer pressure, analyze, perception, values, community, impact, drug, Over the counter, prescription, illegal, legal, stimulant, depressant, nicotine, tar, carbon monoxide, respiratory system, E-cigarettes, vapor, aerosol, targeted, media, cannabis, perceptions, short term, long term, action plan 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • Peer pressure only happens to people who are weak-willed. • I won't get addicted because I only vape when I'm with friends. • My friends vape, and they seem fine, so vaping must be safe.
Connections to Prior Units:	Connections to Future Units:
	The skill of Analyzing influences will be addressed in future grades
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary the methods for response and navigation	<p>Offer Multiple Means of Response:</p> <ul style="list-style-type: none"> -Provide students with various options for how they can respond to questions or demonstrate understanding. This could include verbal responses, written responses, drawings, gestures, or using assistive technology. -Encourage students to choose the response method that works best for them based on their strengths and preferences. -Allow for flexible response formats in assessments, such

	<p>as multiple-choice questions, short answer questions, essays, oral presentations, or project-based assessments.</p> <p>Provide Scaffolded Support:</p> <ul style="list-style-type: none"> -Offer scaffolded support to help students develop their skills in different response methods. Start with simpler tasks and gradually increase complexity as students become more proficient. -Break down tasks into smaller steps and provide clear instructions and examples to guide students through the process of responding in different ways. <p>Model Different Response Methods:</p> <ul style="list-style-type: none"> -Model different response methods for students to demonstrate how they can effectively communicate their understanding using various modalities. -Provide opportunities for students to observe and learn from each other as they utilize different response methods in the classroom. <p>Utilize Technology:</p> <ul style="list-style-type: none"> -Incorporate technology tools and resources that support varied methods of response and navigation, -Offer options for students to use assistive technology devices or software to navigate content and communicate their responses effectively. <p>Encourage Peer Collaboration:</p> <ul style="list-style-type: none"> -Promote peer collaboration and discussion to provide additional opportunities for students to share their ideas and perspectives. -Assign group activities or cooperative learning tasks that require students to collaborate and communicate with their peers using different response methods.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.4 An EL can . . . construct appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>Level 1- I can match pictures of drugs (e.g., alcohol, nicotine, and prescription pills) with their labels and basic effects using a word bank.</p> <p>Level 2- I can use sentence frames such as "Alcohol can affect ___ because ___" to describe the impact of alcohol on the body.</p> <p>Level 3- I can write a short paragraph explaining how peer pressure influences decisions about drug use, using a word wall of key terms (e.g., peer pressure, influence, decision).</p>

Level 4. I can read a passage on the health risks of nicotine and create a cause-and-effect chart showing how it impacts different body systems.

Level 5- I can research the impact of advertising on youth drug use and present their findings in a brief essay or oral presentation, using evidence to support their claims.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> I can analyze how influences affect different outcomes of health behaviors
2	<ul style="list-style-type: none"> I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes.
3	<ul style="list-style-type: none"> I can define peer pressure and explain how it can influence behavior and decision-making. I can describe situations that could lead to the first time use of alcohol and other drugs. I can describe and apply strategies for resisting negative peer pressure.
4	<ul style="list-style-type: none"> I can analyze the role of peer pressure and apply strategies in the prevention of ANOD use. I can identify a variety of drugs and summarize the negative consequences of ANOD use on overall wellness.
5	<ul style="list-style-type: none"> I can identify factors that influence individuals' decisions to use nicotine/tobacco products. I can identify the harmful substances in tobacco and describe the short-term and long-term effects of its use on overall Wellness.
6	<ul style="list-style-type: none"> I can discuss the role of peer pressure in decisions related to vaping and strategies for resisting peer influence. I can identify the harmful substances in vapes and describe the short-term and long-term effects of its use on overall Wellness.
7	<ul style="list-style-type: none"> I can analyze the influence of advertising, marketing, and social media on perceptions of ANOD among young people. I can develop skills for critically evaluating messages and advertisements for making healthy choices for overall well-being.
8	<ul style="list-style-type: none"> I can explain how perceptions of norms influence attitudes and behaviors related to cannabis use among peers and in society. I can identify the short-term and long term effects of cannabis use on the body and brain.
9 and 10	<ul style="list-style-type: none"> I can identify and analyze influences related to the use of ANOD and predict the effect on overall Wellness. I can create an action plan that uses strategies to influence health practices and behaviors.

Grade 6

Unit Title:	
3: Decision Making in Healthy Eating and Physical Activity	
Relevant Standards: Bold indicates priority	
DM 5.4.8 Distinguish between healthy and unhealthy alternatives of a health-related decision. DM 5.6.8 Choose a healthy alternative when making a health-related decision. HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category. HEPA 1.3.8 Describe how to make healthy food choices when given options. HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">How can we make healthier decisions about nutrition?	<ul style="list-style-type: none">All day, everyday we make conscious and unconscious decisions. Along with each and every choice comes a consequence that we have to live and deal with. By learning how to make healthy decisions, we limit the risk of negative and adverse outcomes and can take ownership of our well-being.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">RubricObservationWritten AssignmentExit Slip	9 lessons

<ul style="list-style-type: none"> • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 3	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • decision, consequence, outcome, predict, reflect, help, hinder, healthy, unhealthy, Nutrition, Nutrients, Dietary Guidelines, essential, protein, water, vitamins, minerals, fats, carbohydrates, saturated, unsaturated, calorie, diet, nutritional labels 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • I don't need to eat foods from all the food groups every day. • Healthy eating means giving up all my favorite foods. • The front of the package tells me everything I need to know.
Connections to Prior Units:	Connections to Future Units:
	The skill of decision making is addressed in future grades
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 9.1 Promote expectations and beliefs that optimize motivation	Set High Expectations: -Communicate high expectations for all students, regardless of their background, abilities, or prior academic performance. -Provide challenging but achievable learning goals that encourage students to strive for excellence and take ownership of their learning. Foster Growth Mindset: -Cultivate a growth mindset by promoting the belief that intelligence and abilities can be developed through effort,

perseverance, and effective strategies.

-Encourage students to view mistakes and setbacks as opportunities for learning and growth rather than failures.

Provide Feedback and Encouragement:

-Offer specific, constructive feedback that focuses on students' effort, progress, and improvement rather than solely on their achievements.

-Recognize and celebrate students' successes and milestones to reinforce their motivation and self-confidence.

Supporting Multilingual/English Learners

Related CELP standards:

6-8.8 An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.

Learning Targets:

- Level 1** - I can name healthy foods and exercises with help from pictures and words.-
- Level 2**- I can ask and answer questions about healthy food choices, like "Is fruit a good snack?"
- Level 3**- I can explain how eating vegetables and exercising help keep me healthy by using a list of keywords.
- Level 4**- I can compare two meal choices and decide which is healthier by using a nutrition chart.
- Level 5**- I can write a paragraph about how daily exercise improves health, using facts from a health article.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none">● I can define different types of decisions and determine when a situation requires the application of an individual or collaborative decision-making process.● I can identify potential obstacles to healthy decision-making● I can utilize strategies to make healthy decisions.● I can identify the steps in the <u>DECIDE</u> model.
2	<ul style="list-style-type: none">● I can identify a variety of types of decisions that are made daily around nutrition.● I can identify and analyze the benefits of the food groups as listed by dietary guidelines.
3	<ul style="list-style-type: none">● I can identify personal obstacles in making healthy decision making in food choices.● I can identify the importance of eating a variety of foods from each food group
4 and 5	<ul style="list-style-type: none">● I can identify the importance of nutrients in making healthy food decisions.● I can define nutrients, macronutrients, identify the six essential Nutrients and explain the function for each Nutrient.
6	<ul style="list-style-type: none">● I can analyze a variety of food labels to make healthy food decisions.● I can identify the key components of a food label.
7-10	<ul style="list-style-type: none">● I can identify potential obstacles to health decision-making● I can utilize and prioritize Nutritional strategies to make healthy decisions.

Grade 6

Unit Title:	
4: Accessing Information on Sexual Health and Sexual Assault and Abuse Prevention	
Relevant Standards: Bold indicates priority	
<p>AI 3.1.8 Analyze the validity and reliability of health information, products, and services.</p> <p>AI 3.4.8 Access valid and reliable health information from home, school, or community.</p> <p>SH 1.1.8 Identify resources, products, services related to supporting sexual health.</p> <p>OWDP 1.1.8 Describe the benefits of good hygiene practices.</p> <p>SH 1.3.8 Describe reproductive body parts and their functions.</p> <p>SH 1.6.8 Explain how the most common STDs and HIV are transmitted.</p> <p>SH 1.11.8 Explain the significance of the physical changes in puberty.</p> <p>SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can we find reliable information to make informed decisions about health products, information, and services? 	<ul style="list-style-type: none"> To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project 	8 lessons

<ul style="list-style-type: none"> Journal Writing Oral Presentation Self/Peer Evaluations Self Reflection Common Assessment Personal Conferencing 	
Family Overview (link below)	Integration of Technology
Unit 4	Student chromebooks
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, Erin's Law, consent, sexual abuse, sexual harrassment, safe person, life cycle, adolescense, hygiene, puberty, hormones, female reproductive system, male reproductive system, HIV, AIDS 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> Personal hygiene isn't that important; it's just about looking good. Puberty is only about physical changes. Boys and girls experience the same changes during puberty. Only strangers can be sexual abusers. If I don't talk about it, the problem will go away.
Connections to Prior Units:	Connections to Future Units:
	The skill of accessing information will be addressed in future units.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3 Minimize threats and distractions.	<p>Establish Ground Rules and Respectful Communication:</p> <ul style="list-style-type: none"> -Establish clear ground rules for discussions and interactions that promote a safe and respectful learning environment. -Emphasize the importance of active listening, empathy, and confidentiality to create a space where students feel comfortable expressing themselves without fear of judgment or reprisal.

	<p>Provide Trigger Warnings:</p> <ul style="list-style-type: none"> -Before discussing potentially triggering topics, provide trigger warnings to alert students to the sensitive nature of the content and allow them to mentally prepare for the discussion. <p>Create a Safe Physical Environment:</p> <ul style="list-style-type: none"> -Arrange the physical space in a way that minimizes distractions and ensures students feel physically safe and comfortable during discussions. -Consider factors such as seating arrangements, lighting, and privacy to create a supportive environment conducive to open and honest dialogue. <p>Offer Confidentiality and Support:</p> <ul style="list-style-type: none"> -Reassure students that their privacy will be respected. -Provide information about support resources available both within the school community and externally, such as counseling services, hotlines, or advocacy organizations. <p>Use Sensitive Language and Terminology:</p> <ul style="list-style-type: none"> -Use inclusive and sensitive language when discussing topics related to sexual health and sexual assault to avoid triggering or stigmatizing students. -Provide definitions and explanations for terms and concepts to ensure clarity and understanding among all students, regardless of their background or prior knowledge. <p>Offer Alternative Participation Options:</p> <ul style="list-style-type: none"> -Recognize that some students may feel uncomfortable participating verbally in discussions about sexual health or sexual assault. -Provide alternative participation options, such as written reflections, anonymous question submissions, or small-group discussions, to accommodate diverse comfort levels and communication preferences.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech	Level 1-I can match pictures with words for body parts and safety rules.

and writing.	<p>Level 2-I can ask and answer questions about where to find help for sexual health or safety.</p> <p>Level 3-I can explain how to find trusted adults or websites for information on sexual health.</p> <p>Level 4-I can compare two sources of information to decide which is more trustworthy.</p> <p>Level 5-I can write a short paragraph about how to stay safe and access help if needed, using facts from trusted sources.</p>
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Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can recognize the importance of accessing accurate and reliable information about personal health. ● I can understand the steps necessary to Access Valid and Reliable Health Education Resources. ● I can identify resources to support personal health.
2	<ul style="list-style-type: none"> ● I can evaluate the credibility of sources of information about life stages, considering factors such as authorship, evidence-based content, and potential bias. ● I can demonstrate the ability to use age-appropriate resources effectively to learn about the stages of life. ● I can define the stages of life and identify key characteristics and milestones associated with each stage of life.
3	<ul style="list-style-type: none"> ● I can demonstrate the ability to access age-appropriate products and services related to puberty and hygiene. ● I can recognize the importance of personal hygiene practices for maintaining physical health and well-being during puberty. ● I can define puberty and identify common physical and emotional changes that occur during this stage of development.
4	<ul style="list-style-type: none"> ● I can describe the reproductive body parts and their functions using medically appropriate terms.
5	<ul style="list-style-type: none"> ● I can recognize the importance of accessing accurate and reliable information about menstruation for understanding reproductive health. ● I can identify trusted sources of information about menstruation, products and resources. ● I can access valid and reliable information on menstruation from home, school, or community. ● I can define and describe the process of the Menstrual cycle.
6	<ul style="list-style-type: none"> ● I can evaluate the credibility of sources of information about HIV/AIDS. ● I can identify the causes and transmission methods of HIV. ● I can identify trusted sources of information about Erin's Law and sexual abuse prevention. ● I can describe situations and behaviors that constitute sexual mistreatment, harassment, and abuse as described in Erin's Law.
7	
8	<ul style="list-style-type: none"> ● I can identify when I need help or information to support my health. ● I can analyze the validity of help and information. ● I can locate and identify resources for valid help and information. ● I can make a plan to access reliable help and valid information. ● I can reflect on how valid and reliable resources enhanced my health.

Grade 7

Unit Title:	
1: Analyzing Influences in Mental and Emotional Health	
Relevant Standards: Bold indicates priority	
INF 2.2.8 Explain how personal values and beliefs influence personal health practices and behaviors. INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors. MEH 1.3.8 Recognize the connection between depression and suicidal ideation. HEPA 1.7.8 Differentiate between healthy eating and disordered eating. MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.8.8 Describe characteristics of positive mental and emotional health. MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress, and anxiety	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">• What factors influence mental health?• What is the impact of self and others on mental health?	<ul style="list-style-type: none">• The way we feel, think, and act is constantly being influenced by the people and things in our life. By learning how to analyze influences, we are empowered to take ownership of our well-being by thoughtfully and critically choosing if and how we engage with influences.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">• Rubric• Observation• Written Assignment• Exit Slip• Project• Journal Writing• Oral Presentation• Self/Peer Evaluations• Self Reflection• Common Assessment• Personal Conferencing	10 lessons

Family Overview (link below)	Integration of Technology:
Unit 1	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> influence, social norms, peer pressure, analyze, perception, values, community, impact, Wellness, physical health, mental health, emotional health, social health, bullying, bully, victim, bystander, upstander, stress, stressor, stress management, consequences, Mental health illnesses, stigma, anxiety, depression, suicide, trusted adult, body image, eating disorder, anorexia nervosa, bulimia, binge eating disorder, trusted adult 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> Bullying is just a part of growing up. Stress is always bad. People with mental illnesses are dangerous or should be feared. Anxiety is just about worrying too much. Depression is just feeling sad and can be overcome by thinking positively. Only girls are concerned with body image. Eating disorders are just about food and are a choice.
Connections to Prior Units:	Connections to Future Units:
Basic terms of mental and emotional health, like "stress," "emotions," and "coping," serve as a foundation for understanding more complex concepts such as mental illness, suicide, and the impact of social and environmental factors on well-being.	Mental and Emotional Health will be covered with the skill of Advocacy in 8th grade
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.2 Optimize relevance, value, and authenticity	<p>Connect to Real-World Contexts:</p> <ul style="list-style-type: none"> -Design learning experiences that are connected to real-world contexts, problems, and challenges relevant to students' lives and interests. -Provide examples, case studies, and scenarios that illustrate the practical applications and significance of the content being learned. <p>Offer Choice and Personalization:</p> <ul style="list-style-type: none"> -Provide students with options and opportunities to

explore topics, themes, or projects that align with their interests, goals, and experiences.

-Allow students to personalize their learning experiences by selecting resources, activities, or assignments that resonate with their individual preferences and learning styles.

Supporting Multilingual/English Learners

Related CELP standards:

6-8.2 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-** I can match pictures of feelings with their names, like happy, sad, or angry.
- Level 2-** I can ask and answer questions about how friends or family affect my feelings.
- Level 3-** I can explain how social media can influence my emotions using keywords from a word bank.
- Level 4-** I can compare how different situations, like winning a game or losing a friend, affect mental health.
- Level 5-** I can write a paragraph about how family, friends, and media influence mental health, using evidence from an article.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can define internal and external influences and describe their impact on personal health factors and behaviors. ● I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes
2	<ul style="list-style-type: none"> ● I can identify my personal core values. ● I can identify negative and positive influences on my personal health and behaviors.
3	<ul style="list-style-type: none"> ● I can identify the Bullying Cycle and the impact it has on the Wellness of self and others. ● I can analyze factors that influence how I treat others.
4	<ul style="list-style-type: none"> ● I can identify the effects of stress on the mind and body. ● I can identify personal stressors in my life. ● I can examine how stressors can be a positive or negative influence on my behaviors and wellness.
5	<ul style="list-style-type: none"> ● I can identify consequences related to not managing stress in a healthy way. ● I can analyze factors that influence stress and create an action plan that utilizes appropriate coping strategies.
6	<ul style="list-style-type: none"> ● I can explain how mental health illnesses can impact the dimensions of wellness ● I can explain the causes, symptoms, and effects of depression, stress, and anxiety
7	<ul style="list-style-type: none"> ● I can identify warning signs for depression/ suicide. ● I can analyze the impact of seeking a trusted adult for those in need.
8	<ul style="list-style-type: none"> ● I can analyze different influences on body image. ● I can explain how body image can impact mental health in positive and negative ways.

9	<ul style="list-style-type: none"> • I can analyze how body image relates to eating disorders. • I can define different types of disordered eating.
10 Assessment	<ul style="list-style-type: none"> • I can define internal and external influences and describe their impact on personal health factors and behaviors. • I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes

Grade 7

Unit Title:	
2: Goal Setting in Healthy Eating and Physical Activity	
Relevant Standards: Bold indicates priority	
<p>GS 6.2.8 Assess personal health practices.</p> <p>GS 6.3.8 Set a realistic personal health goal.</p> <p>GS 6.5.8 Apply strategies to overcome barriers to achieve a personal health goal.</p> <p>HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category.</p> <p>HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can people set and achieve nutrition goals for better health? 	<ul style="list-style-type: none"> • Goals challenge a person to grow and improve while empowering a person to act with intention and purpose.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	9 lessons
Family Overview (link below)	Integration of Technology:
Unit 2	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology

	(beyond core resources):
<ul style="list-style-type: none"> SMART goal, achieve, measurable, attainable, relevant, time-phased, specific, assess, responsibility, Nutrition, Nutrients, Dietary Guidelines, essential, protein, water, vitamins, minerals, fats, carbohydrates, saturated, unsaturated, calorie, diet, fad diets, fast food, consumption 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> Fad diets are effective for long-term weight loss and overall health. Fast food is always unhealthy and should be completely avoided. Meal planning is time consuming and too hard to follow
Connections to Prior Units:	Connections to Future Units:
Prior knowledge in 6th grade of reading food labels helps in goal setting for healthy eating and physical activity by enabling individuals to make informed choices about nutrient intake, portion sizes, and calorie consumption to support their fitness goals.	The steps of goal setting will appear in many future areas, not just health education.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 6.1 Guide appropriate goal setting	<p>Demonstrate Goal-Setting: Show students how to break down long-term goals into manageable short-term objectives.</p> <p>Think Aloud: Verbally walk through the process of setting a goal, identifying obstacles, and planning steps to overcome those obstacles.</p> <p>Explicit Instruction: Teach students how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).</p> <p>Graphic Organizers: Use tools like goal-setting charts or templates to help students organize their thoughts and plans.</p> <p>Step-by-Step Guidance: Break down the goal-setting process into smaller steps and provide guidance at each stage.</p> <p>Regular Check-Ins: Schedule regular meetings to review students' progress towards their goals and adjust as needed.</p> <p>Reflection Activities: Implement activities that encourage students to reflect on their progress, challenges, and</p>

strategies.

Journals: Have students maintain goal-setting journals where they can track their progress and reflect on their experiences.

Positive Reinforcement: Encourage a growth mindset by celebrating progress and effort rather than just the achievement of goals.

Feedback: Provide constructive feedback that focuses on students' strategies and efforts, encouraging them to persist and adapt.

Individualized Goals: Help students set goals that are tailored to their individual needs, strengths, and interests.

Flexible Pacing: Allow students to set goals that align with their personal learning pace and style.

Supporting Multilingual/English Learners

Related [CELP standards](#):

6-8.10 An EL can ...
make accurate use of standard English to communicate in grade appropriate speech and writing.

Learning Targets:

- Level 1**-I can match pictures of healthy foods and exercises with their names.
- Level 2**-I can ask and answer questions about my goals for eating healthy and being active.
- Level 3**-I can explain my goal for healthy eating and physical activity using sentence frames like "My goal is to ___ because ___."
- Level 4**-I can compare my current habits to my goal and explain what I need to change.
- Level 5**-I can write a plan with steps to reach my healthy eating and physical activity goals, using facts and details from a health lesson.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none">● I can identify my personal health practices that affect my overall wellness.
2	<ul style="list-style-type: none">● I can identify the importance of eating a variety of foods from each food group.● I can identify an area in my nutritional habits that I can improve on.
3	<ul style="list-style-type: none">● I can analyze the risks of fad diets.● I can create a personal health goal related to healthy eating.
4	<ul style="list-style-type: none">● I can articulate the relationship between access to healthy foods and personal food choices.● I can analyze barriers to healthy eating and propose strategies to overcome them..
5	<ul style="list-style-type: none">● I can identify the potential health risks associated with frequent consumption of fast food.● I can apply strategies to overcome barriers in making food choices.
6	<ul style="list-style-type: none">● I can identify strategies for making healthy food choices despite the presence of conveniently placed unhealthy options.
7	<ul style="list-style-type: none">● I can evaluate my access to healthy food options, demonstrate knowledge of nutritious

	food choices, and create a personalized health goal.
8	<ul style="list-style-type: none"> I can create an action plan outlining specific steps and strategies to achieve a personal health goal.
9 Assessment	<ul style="list-style-type: none"> I can create an action plan outlining specific steps and strategies to achieve a personal health goal.

Grade 7

Unit Title:	
3: Communication in Healthy Relationships	
Relevant Standards: Bold indicates priority	
<p>IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>IC 4.4.8 Demonstrate healthy ways to manage or resolve conflict.</p> <p>HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries).</p> <p>HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).</p> <p>HR 1.6.8 Explore strategies to address unhealthy relationships.</p> <p>SAAP 1.7.8 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.</p> <p>SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How do effective communication skills contribute to healthy relationships? What strategies can individuals use to improve their relationships? 	Being an effective communicator plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project Journal Writing Oral Presentation Self/Peer Evaluations Self Reflection Common Assessment 	8 lessons

<ul style="list-style-type: none"> Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 3	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> listen, speak, voice, body language, facial expressions, intent, inflection, tone, message, boundary, refuse, communicate, consent, permission, values, peer pressure, conflict, resolution, perspective, coping strategies, needs, wants, feelings, compromise, fair, negotiate, values, trust, respect, boundaries, open communication, blockers, STOP, refusal skills, conflict resolution styles, conflict resolution skills, Erin's Law, consent, sexual abuse, sexual harrassment, teasing, safe person, 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> There's a "right" and "wrong" way to communicate Texting is enough to maintain a strong friendship or relationship Good communication means always agreeing Avoiding conflict at all costs is better than confronting the issue Apologizing means admitting defeat
Connections to Prior Units:	Connections to Future Units:
Communication in mental and emotional health that was addressed in 6th grade focused on expressing and managing personal feelings and emotions, while communication in healthy relationships emphasizes effective listening, mutual respect, and understanding between individuals.	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 5.1 Use multiple media for communication	<ul style="list-style-type: none"> Multimedia Presentations: Allow students to use tools like PowerPoint, Prezi, or Google Slides to create multimedia presentations that include text, images, audio, and video. Visual Arts: Incorporate drawing, painting, infographics, and comics as methods for students to express their understanding. Collaborative Documents: Use platforms like Google Docs for collaborative writing and peer feedback.

	<ul style="list-style-type: none"> ● Rubrics for Media Projects: Develop rubrics that assess the quality of communication across different media, ensuring clear criteria for multimedia projects. ● Feedback and Revision: Encourage iterative processes where students receive feedback and revise their work using different media. ● Inclusive Practices: Ensure that all media options are accessible to students with disabilities, providing necessary accommodations and support. ● Resource Lists: Compile and share lists of tools and resources for creating multimedia projects.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.4 An EL can ...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>Level 1-I can match pictures of feelings with words like happy, sad, or angry.</p> <p>Level 2-I can ask and answer questions about how to talk kindly to friends and family.</p> <p>Level 3-I can explain how to use "I" statements to share my feelings, like "I feel __ when __."</p> <p>Level 4-I can compare healthy and unhealthy ways people communicate in relationships.</p> <p>Level 5- I can write a paragraph about how good communication helps build healthy relationships, using examples from class discussions.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can demonstrate a variety of strategies to effectively communicate to enhance health. ● I can rehearse healthy refusal / boundary setting strategies in a variety of scenarios
2	<ul style="list-style-type: none"> ● I can identify and describe the characteristics of a healthy relationship.
3	<ul style="list-style-type: none"> ● I can identify my personal conflict resolution style. ● I can identify healthy/unhealthy communication strategies in a variety of conflict resolution styles.
4	<ul style="list-style-type: none"> ● I can differentiate between healthy and unhealthy relationships and apply conflict resolution skills.
5	<ul style="list-style-type: none"> ● I can identify the steps in the STOP refusal strategy. ● I can rehearse a refusal /boundary setting strategy.
6	<ul style="list-style-type: none"> ● I can explain the importance of showing respect to all individuals and explain the consequences that teasing has on a person's overall wellness. I can examine the context of how hurtful comments are affecting others.
7	<ul style="list-style-type: none"> ● I can explain reasons why a person who has been sexually mistreated is not at fault. ● I can identify and seek help from a trusted adult for myself or others in a time in need.
8 Assessment	<ul style="list-style-type: none"> ● I apply my knowledge to demonstrate a variety of strategies to effectively communicate to enhance health through scenarios.

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Grade 7

Unit Title:	
4: Accessing Information in Alcohol, Nicotine and Other Drugs	
Relevant Standards: Bold indicates priority	
<p>AI 3.1.8 Analyze the validity and reliability of health information, products, and services</p> <p>AI 3.4.8 Access valid and reliable health information from home, school, or community.</p> <p>ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.</p> <p>ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.</p> <p>ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can people get reliable information about drugs and their effects? • How does having the right information help people make better choices about using drugs and reducing harm? 	<p>To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	<p>8 lessons</p>

Family Overview (link below)	Integration of Technology:
Unit 4	Student Chromebooks
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, drug, stimulant, depressant, alcohol, binge drinking, blood alcohol content, cannabis, THC, vape, vaping, aerosol, laws, addiction, long term, short term, effects 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Library Media-</p> <ul style="list-style-type: none"> I can identify situations that I would need valid information I can analyze the criteria that makes a source valid 	<ul style="list-style-type: none"> Drinking alcohol is harmless and makes you cool or popular Vaping is not addictive Cannabis is harmless because it's natural and legal Experimenting with drugs won't affect my brain
Connections to Prior Units:	Connections to Future Units:
<p>The prior knowledge of analyzing the influences of alcohol, nicotine, and other drugs in 6th grade lays the foundation for 7th grade by helping students understand how to access reliable information and make informed decisions about these substances.</p>	<p>The skill of accessing information will be addressed in 8th grade.</p>
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Checkpoint 4.1 Vary the methods for response and navigation</p>	<p>Offer Multiple Means of Response:</p> <ul style="list-style-type: none"> -Provide students with various options for how they can respond to questions or demonstrate understanding. This could include verbal responses, written responses, drawings, gestures, or using assistive technology. -Encourage students to choose the response method that works best for them based on their strengths and preferences. -Allow for flexible response formats in assessments, such as multiple-choice questions, short answer questions, essays, oral presentations, or project-based assessments. <p>Provide Scaffolded Support:</p> <ul style="list-style-type: none"> -Offer scaffolded support to help students develop their skills in different response methods. Start with simpler

tasks and gradually increase complexity as students become more proficient.

-Break down tasks into smaller steps and provide clear instructions and examples to guide students through the process of responding in different ways.

Model Different Response Methods:

-Model different response methods for students to demonstrate how they can effectively communicate their understanding using various modalities.

-Provide opportunities for students to observe and learn from each other as they utilize different response methods in the classroom.

Utilize Technology:

-Incorporate technology tools and resources that support varied methods of response and navigation,

-Offer options for students to use assistive technology devices or software to navigate content and communicate their responses effectively.

Encourage Peer Collaboration:

-Promote peer collaboration and discussion to provide additional opportunities for students to share their ideas and perspectives.

-Assign group activities or cooperative learning tasks that require students to collaborate and communicate with their peers using different response methods.

Supporting Multilingual/English Learners

Related CELP standards:

6-8.4 An EL can ...
construct grade appropriate oral and written claims and support them with reasoning and evidence.

Learning Targets:

- Level 1**-I can match pictures of alcohol, nicotine, and other drugs with their names.
- Level 2**-I can ask and answer questions about where to get help for drug and alcohol problems.
- Level 3**-I can explain how to find trusted websites or people for information about drugs and alcohol.
- Level 4**-I can compare two sources of information to decide which one is more reliable.
- Level 5**-I can write a paragraph about how to find accurate information on alcohol, nicotine, and other drugs, using evidence from class materials.

Lesson Sequence

Learning Target

- | | |
|---|---|
| 1 | <ul style="list-style-type: none"> • I can identify situations that I would need valid information. • I can analyze the criteria that makes a source valid. |
| 2 | <ul style="list-style-type: none"> • I can identify valid and reliable resources to access health information. |

	<ul style="list-style-type: none"> • I can analyze a variety of resources to determine if they are reliable.
3	<ul style="list-style-type: none"> • I can use valid sources to analyze the negative consequences of consuming alcohol. • I can analyze negative consequences of underage drinking. • I can use valid sources to analyze the negative health effects of using alcohol on the mind and body.
4	<ul style="list-style-type: none"> • I can use valid sources to analyze the negative consequences of consuming Cannabis. • I can analyze negative consequences of underage Cannabis use.
5	<ul style="list-style-type: none"> • I can access valid information on school and community laws. • I can describe how unlawful actions can affect my social wellness. • I can describe community laws and policies related to the consumption of ANOD.
6	<ul style="list-style-type: none"> • I can identify various health effects from ANOD use on the development of the teen brain • I can utilize valid sources to identify the effects of drug use on overall Wellness.
7	<ul style="list-style-type: none"> • I can find valid information related to addiction. • I can identify the four stages of addiction.
8 Assessment	<ul style="list-style-type: none"> • I can identify valid and reliable resources to access health information. • I can analyze a variety of resources to determine if they are reliable.

Grade 8

Unit Title:	
1: Accessing Information in Disease, Injury and Violence Prevention	
Relevant Standards: Bold indicates priority	
<p>AI 3.1.8 Analyze the validity and reliability of health information, products, and services</p> <p>AI 3.4.8 Access valid and reliable health information from home, school, or community.</p> <p>ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).</p> <p>HEPA 1.6.8 Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel).</p> <p>OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management</p> <p>SIP 1.2.8 Define Digital Wellness and its impact on overall health.</p> <p>SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can individuals access reliable information to effectively prevent diseases, injuries, and violence in their communities? What strategies can be used to promote informed decision-making and behavior change? 	<p>To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project Journal Writing Oral Presentation Self/Peer Evaluations 	<p>9 lessons</p>

<ul style="list-style-type: none"> • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 1	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, Drug, addiction, vaping, Chronic Disease, Nutrition, prevention, Salts, Sodium, /sugar, energy drinks, nutritional disease, digital wellness, digital safety 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Library Media-</p> <ul style="list-style-type: none"> • I can identify situations that I would need valid information • I can analyze the criteria that makes a source valid 	<ul style="list-style-type: none"> • Risky behaviors only affect the individual engaging in them • Privacy settings on social media platforms guarantee online safety.
Connections to Prior Units:	Connections to Future Units:
Prior knowledge of accessing information on alcohol, nicotine, and other drugs (ANOD) helps students apply similar skills to finding reliable resources on disease, injury, and violence prevention, empowering them to make informed decisions about health and safety.	.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3 Minimize threats and distractions	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and providing comfortable seating. • Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task.

	<p>Provide individualized support for students who may struggle with self-regulation.</p> <ul style="list-style-type: none"> • Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. • Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.2 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.</p>	<p>Level 1-I can match pictures of safety signs and health tools with their names. Level 2-I can ask and answer questions about where to get help to stay safe and healthy. Level 3-I can explain how to find trusted websites or people for information about disease, injury, and violence prevention. Level 4-I can compare two sources of information to decide which one is more reliable for staying safe and healthy. Level 5-I can write a paragraph about how to find accurate information on disease, injury, and violence prevention, using evidence from class materials.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> • I can identify the skill cues for accessing information.
2	<ul style="list-style-type: none"> • I can identify reliable online sources. • I can articulate the negative effects of vaping on overall wellness.
3	<ul style="list-style-type: none"> • I can analyze health information from multiple sources. • I can list the consequences obesity has on wellness. • I can determine factors that contribute to obesity.
4	<ul style="list-style-type: none"> • I can apply evidence-based health information to synthesize the effects that salt, sugar, and caffeine have on the body.
5	<ul style="list-style-type: none"> • I can use effective online search strategies to find accurate and reliable health information. I can use evidence-based information to demonstrate learning of nutritional diseases.
6	<ul style="list-style-type: none"> • I can use effective online search strategies to find accurate and reliable health information. I can use evidence-based information to demonstrate learning of nutritional diseases.
7	<ul style="list-style-type: none"> • I can evaluate website credibility. I can understand ways to recognize online threats and protect personal information. • I can describe ways in which technology impacts physical and emotional wellness of self and others.
8	<ul style="list-style-type: none"> • I can identify reliable sources.

	<ul style="list-style-type: none"> I can utilize search techniques to find appropriate information. I can assess website credibility.
9	<ul style="list-style-type: none"> I can identify reliable sources. I can utilize search techniques to find appropriate information. I can assess website credibility.

Grade 8

Unit Title:	
2: Advocacy in Mental Health Education	
Relevant Standards: Bold indicates priority	
<p>AV 8.2.8 Persuade others to make positive health choices.</p> <p>AV 8.4.8 Demonstrate how to adapt positive health-related messages for different audiences.</p> <p>VP 1.2.8 Describe short- and long term consequences of violence to perpetrators, victims, and bystanders.</p> <p>MEH 1.3.8 Recognize the connection between depression and suicidal ideation.</p> <p>MEH 1.11.8 Summarize feelings and emotions associated with loss and grief.</p> <p>MEH 1.13.8 Describe how mental and emotional health can affect health-related behaviors.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can effective advocacy promote awareness, acceptance, and access to resources for mental health support? What role do individuals play in advocating for themselves and others? 	Learning how to advocate empowers individuals to enhance their personal well-being, while also giving them the tools to help boost the well-being of others.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project Journal Writing Oral Presentation Self/Peer Evaluations Self Reflection Common Assessment Personal Conferencing 	10 lessons
Family Overview (link below)	Integration of Technology:
Unit 2	N/A

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> problem, issue, advocate, challenge, obstacle, research, evidence, affected, persuade, support, Bullying, bully, victim, bystander, upstander, advocacy, mental illness, anxiety, depression, bipolar, ptsd, suicide awareness, grief, trusted adult 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> It's not my place to intervene in someone else's problems Talking to someone about their mental health will only make things worse If someone is suicidal, they won't actually go through with it Grieving should be done alone and in private
Connections to Prior Units:	Connections to Future Units:
<p>Prior knowledge of communication in mental and emotional health and analyzing influences helps students understand the importance of advocating for mental health by recognizing how open dialogue and external factors affect well-being, enabling them to support and promote mental health awareness and resources.</p>	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Checkpoint 7.2 Optimize relevance, value, and authenticity</p>	<ul style="list-style-type: none"> Real-Life Applications: Design assignments and projects that have real-world applications, such as solving community problems or addressing current events. Guest Speakers: Invite professionals from various fields to speak about how the subject matter applies in their careers. Interest Surveys: Conduct surveys or discussions to learn about students' interests and incorporate those interests into the curriculum. Choice-Based Assignments: Provide options in assignments and projects that allow students to explore topics they are passionate about. Authentic Texts and Resources: Use materials like news articles, primary source documents, or scientific journals that are relevant and up-to-date. Project-Based Learning (PBL): Implement PBL where students work on projects that address real-world challenges and present their findings to an authentic audience. Interactive Tools: Use technology to create interactive and engaging learning experiences, such as virtual field trips or simulations.

	<ul style="list-style-type: none"> ● Multimedia Projects: Allow students to create multimedia projects, like videos or podcasts, to express their learning in dynamic and relevant ways. ● Responsive Teaching: Be responsive to students' feedback and be willing to adjust teaching strategies to make learning more relevant and engaging.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.6 An EL can . . . analyze and critique the arguments of others orally and in writing.	<p>Level 1-I can match pictures of feelings with words like happy, sad, or scared.</p> <p>Level 2-I can ask and answer questions about how to get help for mental health needs.</p> <p>Level 3-I can explain how to tell a trusted adult if I or a friend needs mental health support.</p> <p>Level 4-I can compare different ways to advocate for mental health, like talking to a teacher or calling a helpline.</p> <p>Level 5-I can write a letter or create a presentation to advocate for better mental health support in my school or community.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can learn the steps on persuading others to make positive health choices. ● I can determine obstacles that may get in the way of making positive choices. ● I can identify obstacles when finding resources for myself and others
2	<ul style="list-style-type: none"> ● I can describe how advocating for others benefits the health and well-being of everyone in my community. ● I can analyze how to advocate health related messages to different audiences.
3	<ul style="list-style-type: none"> ● Describe short- and long term consequences of violence to perpetrators, victims, and bystanders. ● I can describe the short/ long term consequences for all parties involved in the bullying cycle.
4	<ul style="list-style-type: none"> ● I can describe ways to advocate for the education of mental and emotional health ● I can describe a variety of common mental illnesses
5	<ul style="list-style-type: none"> ● I can identify necessary situations related to mental health when advocacy is needed. ● I can describe how mental illness affects my feelings, behaviors and choices.
6	<ul style="list-style-type: none"> ● I can determine the best way to advocate for myself if I'm feeling depressed. ● I can determine the best way to advocate for a friend or family member who is experiencing depression.
7	<ul style="list-style-type: none"> ● I can recognize the connection between depression and suicidal ideation. ● I can identify warning signs of depression and suicide.
8	<ul style="list-style-type: none"> ● I can model the skill cues of advocacy while supporting others in times of grief. ● I can identify the stages of Grief.
9-10	<ul style="list-style-type: none"> ● I can identify the steps of advocacy for myself and others. ● I can determine obstacles that may get in the way of making positive choices.

Grade 8

Unit Title:	
3: Decision Making in Alcohol, Nicotine and Other Drugs	
Relevant Standards: Bold indicates priority	
DM 5.3.8 Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. DM 5.5.8 Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. VP 1.6.8 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">• What factors influence individuals' decisions regarding drug use?• How can informed decision-making skills be developed to promote healthy choices?	<ul style="list-style-type: none">• All day, everyday we make conscious and unconscious decisions. Along with each and every choice comes a consequence that we have to live and deal with. By learning how to make healthy decisions, we limit the risk of negative and adverse outcomes and can take ownership of our well-being.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">• Rubric• Observation• Written Assignment• Exit Slip• Project• Journal Writing• Oral Presentation• Self/Peer Evaluations	9 lessons

<ul style="list-style-type: none"> • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 3	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • decision, consequence, outcome, predict, reflect, help, hinder, healthy, unhealthy, personal safety, responsibility, risky behaviors, risky situations, abstaining, drug, illegal, legal, OTC, prescription, stimulant, depressant, hallucinogen, narcotic, fentanyl, opioids, club drugs, inhalants, anabolic steroids, chemical dependency 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • Peer pressure is the only reason people try drugs or alcohol • Substance use is a personal choice with no broader consequences • Prescription drugs are safer than illicit drugs • Illegal drugs are more dangerous than legal substances: • It's easy to quit using drugs or alcohol once you start
Connections to Prior Units:	Connections to Future Units:
Prior knowledge of accessing information on alcohol, nicotine, and other drugs (ANOD) helps students make informed decisions in 8th grade by using reliable resources to evaluate the risks and consequences of substance use.	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 3.4 Maximize transfer and generalization	<ul style="list-style-type: none"> • Provide scaffolds that connect new information to prior knowledge (e.g., word webs, half-full concept maps) • Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.) • Provide explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground)

<p>Checkpoint 9.2 Facilitate personal coping skills and strategies</p>	<p>Provide differentiated models, scaffolds and feedback for:</p> <ul style="list-style-type: none"> ● Managing frustration ● Seeking external emotional support ● Developing internal controls and coping skills ● Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas I am struggling in?” rather than “I am not good at math”) ● Use real life situations or simulations to demonstrate coping skills
<p>Related CELP standards:</p>	<p>Learning Targets:</p>
<p>6-8.2 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.</p>	<p>Level 1-I can match pictures of alcohol, nicotine, and other drugs with their names. Level 2-I can ask and answer questions about good and bad choices related to drugs and alcohol. Level 3-I can explain how to make a safe decision about drugs using a decision-making chart. Level 4-I can compare the outcomes of good and bad decisions about using alcohol, nicotine, and other drugs. Level 5-I can write a paragraph about how to make healthy choices about drugs, using facts and examples from class materials.</p>
<p>Lesson Sequence</p>	<p>Learning Target</p>
<p>1</p>	<ul style="list-style-type: none"> ● I can define each step of the DECIDE model. ● I can explain how influences affect health-related decisions. ● I can explain appropriate steps toward ensuring personal safety and responsibility in the presence of firearms and other weapons.
<p>2</p>	<ul style="list-style-type: none"> ● I can predict the potential consequences of a health-related decision. ● I can summarize the benefits of being substance-free. ● I can describe how addiction can affect wellness.
<p>3</p>	<ul style="list-style-type: none"> ● I can recognize the legal consequences and potential long-term implications of using illegal drugs.
<p>4</p>	<ul style="list-style-type: none"> ● I can consider how personal values influence decision making regarding drug use and avoidance.
<p>5</p>	<ul style="list-style-type: none"> ● I can recognize the importance of critical thinking and resisting peer pressure in making informed decisions.
<p>6</p>	<ul style="list-style-type: none"> ● I can demonstrate understanding of the risks associated with prescription painkillers and apply critical decision-making skills to make informed choices.
<p>7-9</p>	<ul style="list-style-type: none"> ● I can demonstrate understanding of the risks associated with ATOD use and apply critical decision-making skills to make informed choices.

Grade 8

Unit Title:	
4: Self-Management in Sexual Health/Sexual Assault and Abuse Prevention	
Relevant Standards: Bold indicates priority	
<p>SM 7.1.8 Explain the importance of being responsible for one’s personal health behaviors.</p> <p>SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>SH 1.3.8 Describe reproductive body parts and their functions.</p> <p>SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.</p> <p>SH 1.5.8 Determine the benefits of being sexually abstinent.</p> <p>SH 1.6.8 Explain how the most common STDs and HIV are transmitted.</p> <p>SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.</p> <p>SH 1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood, and not touching used hypodermic needles.</p> <p>SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence.</p> <p>SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/ or actions.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> What strategies and practices empower individuals to responsibly manage their sexual health and well-being? 	<ul style="list-style-type: none"> Ultimately, you are the only one responsible for your health and if you want to thrive and live your best life, you must learn how to take control of your well-being.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project 	7 lessons

<ul style="list-style-type: none"> • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 4	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • responsible, responsibility, assume, importance, demonstrate, barrier, Erin’s Law, sexual abuse, sexual harassment, consent, safe person, sating violence, relationship spectrum, healthy relationship, cycle of abuse, trusted adult, abstinence, puberty, hormones, female reproductive system, male reproductive system, menstruation, ovulation, fertilization, STD/STI, virus, bacteria, parasite 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • Understanding anatomy isn't important for maintaining my health. • It's embarrassing or unnecessary to discuss sexual health with a trusted adult or healthcare provider. • Sexual abuse only happens to strangers.
Connections to Prior Units:	Connections to Future Units:
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3 Minimize threats and distractions	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and

	<p>providing comfortable seating.</p> <ul style="list-style-type: none"> ● Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task. Provide individualized support for students who may struggle with self-regulation. ● Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. ● Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.10 An EL can ... make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>Level 1-I can match pictures of body parts and safety symbols with their names. Level 2-I can ask and answer questions about how to stay safe and protect my body. Level 3-I can explain how to use refusal skills to stay safe in uncomfortable situations. Level 4-I can compare safe and unsafe situations and explain how to respond to each one. Level 5-I can write a plan for how to protect myself and get help if I feel unsafe, using ideas from class lessons.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can explain the importance of being responsible for my health behaviors. ● I can demonstrate healthy behaviors that maintain or improve health.
2	<ul style="list-style-type: none"> ● I can describe how power and control imbalances within relationships can impact my overall Wellness. ● I can explain the term affirmative consent and what it looks like in words and/ or actions.
3	<ul style="list-style-type: none"> ● I can identify areas of personal responsibility for maintaining my overall Wellness ● I can describe the reproductive body parts and their functions using medically appropriate terms.
4	<ul style="list-style-type: none"> ● I can identify areas of personal responsibility for maintaining my overall Wellness ● I can describe the menstrual cycle, the process of sperm production and the relationship to conception.
5	<ul style="list-style-type: none"> ● I can identify self management practices that I need to commit to that will maintain optimal Wellness. ● I can determine the benefits of being sexually abstinent on overall Wellness.
6	<ul style="list-style-type: none"> ● I can identify self management practices that I need to commit to that will maintain optimal Wellness.

	<ul style="list-style-type: none">• I can identify areas of personal responsibility for maintaining my overall Wellness• I can explain how the most common STDs and HIV are transmitted.• I can identify the usual signs and symptoms of common STDs and HIV and the effects on overall Wellness• I can summarize ways to decrease the spread of STDs and HIV.
7	<ul style="list-style-type: none">• I can explain the importance of being responsible for my health behaviors.