Student Achievement Committee Meeting

Wednesday, February 19, 2025 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.	Next Generation Accountability Performance Indicators	
4.2.	NISE Student English Immersion Programs	
5.	**Decision**	
5.1.	K-5 Social Studies Curriculum Revision	**Presenter:** Azra Redzic
5.2.	Journalism Curriculum Revision	**Presenter:** Leszek Ward
5.3.	Precalculus (Academic)	**Presenter:** Laura Lanza
6.	**Adjournment**	

Student Achievement & Outcomes Committee
January 15, 2025
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: January 15, 2025 SAC Meeting Recording

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

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

Call to Order
Commissioner Fitzsimons-Bula called the meeting to order at 6:33 p.m.

Decision: Approval of Minutes from December 18, 2024 meeting
On a motion made by Commissioner Simmons and seconded by Commissioner Giantonio, it was unanimously;
VOTED: to approve the December 18, 2024 minutes.

Information: Post-secondary Readiness and Enrollment Report
Mrs. Carly Fortin, Chief Academic Officer, presented data on post-secondary readiness and enrollment. Mrs. Fortin highlighted that a greater percentage of students in Bristol are enrolled in post-secondary readiness opportunities than the percentage enrolled across the state. There was a 200 percent increase in Bristol students that are taking dual-enrollment courses compared to 2018.

Questions and discussion followed.

Decision: Digital Art and Design
Mr. Kenneth Bagley, Supervisor of Fine Arts, presented the new curriculum for Digital Art and Design. This will be a BAIMS course and include the following 5 units: 1. Principles of Design, 2. Design Process, 3. Typography, 4. Color, and 5. Client Project.

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

Decision: Middle School Art, Grades 6-8
Mr. Bagley presented the curriculum revision for middle school art classes. Middle School Art will include the following 6 units: 1. Drawing, 2. Painting, 3. Printmaking, 4.

Assemblage/Sculpture, 5. Clay, and 6. Design.

Comments followed.

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

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

Respectfully submitted,
Katlyne Laprise
Katlyne Laprise

PROCEDURES FOR REMOTE PUBLIC COMMENT

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

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

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

PUBLIC COMMENT

Before a Remote Meeting

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

During a Remote Meeting

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

Bristol Public Schools

Bristol, Connecticut

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise) . Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	**Content Area:**	**Grade Level:**	**Credit (if applicable)**
Grade 4 Social Studies	Social Studies	Fourth Grade	N/A

Course Description:

In Grade 4 students engage in the study of United States Geography as it relates to the regional cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of sources and allows students to explore regions of the United States supported by the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.

Aligned Core Resources:	**Connection to the *BPS Vision of the Graduate***
Unit 1 • People and Places of the Northeast by John Micklos, Jr. • Unit 1 Slide deck Unit 2 • People and Places of the Southeast by • People and Places of the Midwest by • Unit 2 Slide deck Unit 3 • People and Places of the Southwest by Danielle Smith-Llera • People and Places of the West by Danielle Smith-Llera • Unit 3 Slide deck	Communication • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy • Demonstrating understanding of others perspectives and needs • Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving • Collect, assess and analyze relevant information Civic Literacy • Understand the local and global implications of civic decisions • Understand other nations and cultures including the use of non-English language
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***
How do people depend on and shape their	Grade 4 Social Studies Equity Curriculum Review

environment? What influences the movement of people, goods, and ideas in the United States? Students will build their understanding through: 1. Understanding Regions 2. Location, Place, and Movement 3. Regional Interdependence	

Standard Matrix

CT Elementary and Secondary Social Studies Standards

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
4.Inq.1.a. Explain why compelling questions about a United States region are important to others	X	X	X
4.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about a United States region.	X	X	X
4.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.	X	X	X
Dimension 2- Apply Disciplinary Concepts and Tools			
4.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States geography content.	X	X	X
Dimension 3- Evaluate Sources and Use Evidence			
4.Inq.3.a. Gather relevant information from multiple sources about an event or issue in a United States region.	X	X	X
4.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.	X	X	X
4.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to the geography of a United States region.	X	X	X
Dimension 4- Communicate Conclusions and Take Informed Action			
4.Inq.4.a. Construct arguments using claims and evidence from multiple sources about a United States region.	X	X	X
4.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	X	X	X
4.Inq.4.c. Critique arguments and explanations.	X	X	X
4.Inq.4.d. Present a summary of arguments and explanations with relevant	X	X	X

information about a person, event, or issue in a United States region using print, oral, and digital technologies (e.g., reasoning, correct sequence, examples, data, details).			
4.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in a United States region.	X	X	X
4.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.	X	X	X
4-1. Understanding Regions			
4.Geo.1.a. Demonstrate spatial awareness by creating maps to illustrate regions within or extending beyond the political boundaries of the United States.	X	X	X
4.Geo.2.a. Explain the relationship between natural resources and human settlement in United States regions using maps, photographs, and other representations.	X	X	X
4.Geo.2.b. Use historical maps and other visual representations to explain how environmental characteristics of a United States region change over time.	X	X	X
4.Geo.3.a. Use state and regional maps to describe cultural and environmental characteristics of regions .	X	X	X
4.Geo.9.a. Analyze how catastrophic environmental and economic events have caused migration within and across various regions of the United States.	X	X	X
4.Geo.10.a. Explain how and why environmental characteristics vary across regions in the United States and North America.	X	X	X
4.Geo.12.a. Explain how individuals and groups prepare for and respond to natural and human-made disasters.	X	X	X
4.Geo.12.b. Explain how individuals and groups adapt to climate change based on the unique characteristics of their region.	X	X	X
4-2. Location, Place, and Movement			
4.Geo.5.a. Explain how cultural and environmental characteristics of places change over time in the United States.	X	X	X
4.Geo.7.a. Explain the environmental and cultural characteristics that shape the movement of people, goods, and ideas in United States regions.	X	X	X
4.Geo.8.a. Explain how human settlement and movement relates to the availability of natural resources in a region.	X	X	X
4.Geo.6.a. Describe how economic, social, and political factors influence migration and population distribution throughout the United States.	X	X	X
4.His.5.a. Explain how push and pull factors influence the development of cultural enclaves in the United States.	X	X	X
4.His.9.a. Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources).	X	X	X

4.Geo.5.b. Explain how the cultural characteristics of communities in a particular place are sustained and evolve over time			
4-3. Regional Interdependence			
4.Geo.11.a. Describe a global economic event or issue that led to change and migration in a United States region.	X	X	X
4.Civ.14.a. Illustrate historical and contemporary examples of individuals and groups effecting change in a region.	X	X	X
4.Eco.6.a. Explain how business investments in worker training and diversity contribute to increased productivity and future incomes within a region	X	X	X
4.Eco.7.a. Explain how profits influence sellers in markets throughout regions of the United States	X	X	X

Unit Links

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

Unit Title:

Unit 1: Regions of the United States Northeast

Relevant Standards: Bold indicates priority

See above

Essential Question(s):	**Enduring Understanding(s):**
• How do geographical features and climate impact the people of the region? • What role did the Northeast region play in shaping the nation's history, economy, culture and recreation? • What is a megalopolis and why is this area important to the Northeast's economy?	In this unit students learn about the overview of the US regions and learn about the Northeast through the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Family Overview- Grade 4 Unit 1	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

Academic Vocabulary

Argument	Sources	Evidence
Claims	Counterclaims	gather
Visually	Credibility	Visualize

- People and Places of the Northeast by John Micklos, Jr.
- North East Video
- North East poster and note catcher
- Unit 1 slide deck

Gather	Point of View	Questioning
Explanation		

Content Vocabulary

Population Density	Megalopolis	Northeast
populated	league	suburb
secede	finance	Migrate

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• CCSS.ELA-Literacy.RL.4.1 • CCSS.ELA-Literacy.W.4.7 • CCSS.ELA-Literacy.SL.4.1	Students may have misconceptions of: • What region specific state they are in. • Where regions are located on a map. • How to use a compass
Connections to Prior Units:	**Connections to Future Units:**
In grade 3 students study geography and how it relates to Bristol, CT. This unit will help to build upon the understanding and background knowledge students gained when they studied Bristol, Connecticut, and the structure and function of the local government.	Students will build upon what they learned in unit 1 and expand on their knowledge of regions through the study of the Southeast and Midwest region in unit 2 and the study of the West and Southwest regions in unit 3.

Differentiation through *Universal Design for Learning*

UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)

1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• I can conduct short research projects to answer a question • I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1-5	I can identify and describe the Northeast region of the United States.	I read and discussed the introduction for the text, “People and Places of the Northeast”. I located and labeled the map of the Northeast regions. I discovered the answers to the questions by reading and using text features.	People and Places of the Northeast by John Micklos, Jr. Unit 1 Northeast Introduction Student Worksheet
6-10	I can explore the people and history of the Northeast region of the U.S. and explain how various groups shaped the culture and economy.	I read and discussed Chapter 2 in, “People and Places of the Northeast”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Northeast by John Micklos, Jr.
11-15	I can explore the daily life and economy of the Northeast region of the U.S. I can explain the impact of the region on people’s daily lives.	I read and discussed Chapter 3 in, “People and Places of the Northeast”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Northeast by John Micklos, Jr.

16-20	I can describe the major historical and cultural sites of the Northeast region and how they contribute to the region's heritage.	I read and discussed Chapter 4 in, "People and Places of the Northeast". I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Northeast by John Micklos, Jr Unit 1 Chapter 4 Worksheet
21-25	I can synthesize my knowledge about the Northeast region and select one state to explore and learn more about. I can create a presentation to explain why you should visit my selected state.	I read and discussed information about my selected state with a partner or group. I researched about my state using the websites provided. I used evidence from the research to create my presentation.	Pebblego EPIC! The Northeast Booklet Virtual Field Trip Library books on states Northeast Poster/Video Note Catcher

Unit Title:	
Unit 2: Regions of the United States: The Southeast and the Midwest	
Relevant Standards: Bold indicates priority	
Content Standards: See above.	
Essential Question(s):	**Enduring Understanding(s):**
• How do geographical features impact the movement of ideas and expansion of people? • What role did these regions play in shaping the nation's history? • Describe the daily life and famous people and places of these regions. • What are the Economy, Culture and Recreation of these regions?	In this unit students learn about the people and places of the Southeast and Midwest regions and learn about these regions through the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources	6 weeks

- Use Evidence
- Communicate conclusions

Family Overview (link below)	**Integration of Technology:**
Family Overview - Grade 4 Unit 2	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:

Academic Vocabulary

Argument	Sources	Evidence
Claims	Counterclaims	gather
Visually	Credibility	Visualize
Gather	Point of View	Questioning
Explanation		

Content Vocabulary

Ethnic	Plantation	Secede
reconstruction	Civil rights	Discrimination
Humid	Hurricane	Levee
Research	Plains	Territory
Expedition	Prairie	Immigration
Reservation	Drought	

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

- Unit 2 slide deck
- Southeast Region video
- Midwest Video

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
CCSS.ELA-Literacy.RL.4.1 CCSS.ELA-Literacy.W.4.7 CCSS.ELA-Literacy.SL.4.1	Students may have misconceptions of: • What region specific state they are in. • Where regions are located on a map. • How to use a compass.

Connections to Prior Units:	**Connections to Future Units:**
• In grade 3 students study geography and how it relates to Bristol, CT. This unit will help to build	Students will build upon what they learned in unit 1 and expand on their knowledge of regions through the study

upon the understanding and background knowledge students gained when they studied Bristol, Connecticut, and the structure and function of the local government.	of the Southeast and Midwest region in unit 2 and the study of the West and Southwest regions in unit 3.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• I can conduct short research projects to answer a question • I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1-3	I can identify and describe the Southeast region of the United States.	I read and discussed the introduction for the text, “People and Places of the Southeast”. I located and labeled the map of the Southeast regions. I discovered the answers to the questions by reading and using text features.	People and Places of the Southeast Unit 2 Engage Southeast Introduction Map Student Worksheet

4-7	I can explore the people and history of the Southeast region of the U.S. and explain how various groups shaped the culture and economy.	I read and discussed the Chapter 1 in, “People and Places of the Southeast”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Southeast Unit 2 Southeast Chapter 1 Slidedeck for Google Classroom Unit 2 Southeast Chapter 1 Worksheet Written Version
8-11	I can explore the land and climate of the Southeast region of the U.S. I can explain the role of land and climate on how people live in that region.	I read and discussed the Chapter 2 in, “People and Places of the Southeast” I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Southeast Chapter 2-Land and Climate note catcher
12-14	I can explore the economy of the Southeast region of the U.S. I can explain the impact of technology, tourism and transportation on the region.	I read and discussed Chapter 3 in, “People and Places of the Southeast”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Southeast

15-18	I can describe the daily life and culture of the Southeast region. I can explain how the culture contributes to the experiences and heritage of the region.	I read and discussed Chapter 4 in, “People and Places of the Southeast”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Southeast Unit 2 Southeast Note Catcher
18-20	I can identify and describe the Midwest region of the United States.	I read and discussed the introduction for the text, “People and Places of the Midwest”. I located and labeled the map of the Midwest regions. I discovered the answers to the questions by reading and using text features.	People and Places of the Midwest Unit 2 Engage Midwest Introduction Map Student Worksheet
21-23	I can explore the history and growth of the Midwest region and explain how historical events impacted various groups of people.	I read and discussed Chapter 1 in, “People and Places of the Midwest”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Midwest Unit 2 Midwest Chapter 1: Worksheet
24-26	I can explore the land and climate of the Midwest region of the U.S. I can explain the role of land and climate on how people live in that region.	I read and discussed Chapter 2 in, “People and Places of the Midwest”. I asked and answered questions about the chapter.	People and Places of the Midwest Unit 2 Midwest Chapter 2 Note Catcher

		I used evidence from the chapter to explain my thinking.	
27-28	I can explore jobs and the economy of the Midwest region of the U.S. I can explain the impact of the various industries on the region.	I read and discussed Chapter 3 in, "People and Places of the Midwest". I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Midwest Unit 2 Midwest Chapter 3: Economy Note catcher
29-30	I can describe the people and culture of the Midwest region. I can explain the contributions of various people to the region.	I read and discussed Chapter 4 in, "People and Places of the Midwest". I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Midwest Unit 2 Midwest Chapter 4 - Note Catcher Midwest Video Culminating Written Response

Unit Title:	
Unit 3: Regions of the U.S. West and Southwest	
Relevant Standards: Bold indicates priority	
Content Standards: See Above	
Essential Question(s):	**Enduring Understanding(s):**
• How does where we live affect how we live? • How and why do places change over time? • What characteristics make groups of people unique? • What role does climate play in people's lives? • Why do people move from one region to another?	In this unit students learn about the people and places of the West and Southwest regions and learn about these regions through the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.

Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Family Overview - Grade 4 Unit 3	• *Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

Academic Vocabulary

Argument	Sources	Evidence
Claims	Counterclaims	gather
Visually	Credibility	Visualize
Gather	Point of View	Questioning
Explanation		

Content Vocabulary

Droughts	Plains	Tornado
Hurricane	Glacier	Sequoia
Geyser	Fault	Tsunami
Totem Pole	Adobe	Immigrant
mesa	reservations	mission
drought	plains	Irrigate

- The Western Region Video
- Southwest Virtual field trip
- Southwest Virtual field trip #2
- What was the Oregon Trail
- Unit 3 Slide deck

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• CCSS.ELA-Literacy.RL.4.1 • CCSS.ELA-Literacy.W.4.7 • CCSS.ELA-Literacy.SL.4.1	Students may have misconceptions of: • What region specific state they are in. • Where regions are located on a map. • How to use a compass.
Connections to Prior Units:	**Connections to Future Units:**
• In grade 3 students study geography and how it relates to Bristol, CT. This unit will help to build upon the understanding and background knowledge students gained when they studied Bristol, Connecticut, and the structure and function of the local government.	Students will build upon what they learned in unit 1 about the Northeast region and expand on their knowledge of regions through the study of the Southeast and Midwest region in unit 2 and the study of the West and Southwest regions in unit 3.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• I can conduct short research projects to answer a question • I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary

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

1-2	I can identify and describe the Southwest region of the United States.	I read and discussed the introduction for the text, “People and Places of the Southwest”. I located and labeled the map of the Southwest regions. I discovered the answers to the questions by reading and using text features.	People and Places of the Southwest by Danielle Smith-Llera Unit 3 Engage Southwest Introduction Map Student Worksheet
3-4	I can explore the history and growth of the Southwest region and explain how historical events impacted various groups of people.	I read and discussed Chapter 1 in, “People and Places of the Southwest”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Southwest by Danielle Smith-Llera Unit 3 Southwest Ch. 1 Worksheet
5-6	I can explore the land and climate of the Southwest region of the U.S. I can explain the role of land and climate on how people live in that region.	I read and discussed Chapter 2 in, “People and Places of the Southwest”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Southwest by Danielle Smith-Llera Unit 3 Southwest Chapter 2: Worksheet
6-7	I can explore jobs and the economy of the Southwest region of the U.S. I can explain the impact of the various industries on the region.	I read and discussed Chapter 3 in, “People and Places of the Southwest”.	People and Places of the Southwest by Danielle Smith-Llera Unit 3 Southwest Chapter 3: Worksheet

		I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	
8-11	I can describe the people and culture of the Southwest region. I can explain the contributions of various people to the region.	I read and discussed Chapter 4 in, “People and Places of the Southwest”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking. I viewed the video with a focus on learning and recording notes about the people, places and events of the Southwest region. I asked and answered questions about the video. I used evidence from the video to explain my thinking.	People and Places of the Southwest by Danielle Smith-Llera trip Southwest Virtual field trip #2 Southwest Region: Video Note Catcher Unit 3 Southwest Chapter 4 Culture: Worksheet Culminating Written Response
12-13	I can identify and describe the West region of the United States.	I read and discussed the introduction for the text, “People and Places of the West”. I located and labeled the map of the West region. I discovered the answers to the questions by	People and Places of the West by Danielle Smith-Llera Unit 3 Engage West Introduction Map Student Worksheet

		reading and using text features.	
14-15	I can explore the history and growth of the West region and explain how historical events impacted various groups of people.	I read and discussed Chapter 1 in, “People and Places of the West”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the West by Danielle Smith-Llera Unit 3 West Ch. 1 Worksheet
16-17	I can explore the land and climate of the West region of the U.S. I can explain the role of land and climate on how people live in that region.	I read and discussed Chapter 2 in, “People and Places of the West”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the West by Danielle Smith-Llera Unit 3 West Chapter 2: Worksheet
18-19	I can explore jobs and the economy of the West region of the U.S. I can explain the impact of the various industries on the region.	I read and discussed Chapter 3 in, “People and Places of the West”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking. Research online to learn more about the Golden Gate Bridge in pairs or	Britannica Kids: Kiddle Facts for Kids:

		Small groups. Present new facts to the class.	
20-21	I can describe the people and culture of the West region. I can explain the contributions of various people to the region.	I read and discussed Chapter 4 in, “People and Places of the West”. I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	Unit 3 West Chapter 4 Culture Worksheet
22-25	I can describe the geography and climate of the West region. I can explain the contributions of various people to the region.	I viewed the video with a focus on learning and recording notes about the people, places and events of the West region. I asked and answered questions about the video. I used evidence from the video to explain my thinking.	People and Places of the West by Danielle Smith-Llera The Western Region Video West Region: Video Note Catcher Culminating Written Response

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise) . Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	**Content Area:**	**Grade Level:**	**Credit (if applicable)**
Grade 3 Social Studies	Social Studies	Third Grade	N/A

Course Description:

In Grade 3, students examine how Connecticut's history has shaped its identity. Students will investigate Connecticut's cultural diversity, state constitution and government, and economic growth over time using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communicating knowledge and ideas about Connecticut history.

Aligned Core Resources:	**Connection to the *BPS Vision of the Graduate***
Unit 1 The Impact of Indigenous People and Geography on Bristol slide deck Unit 2: The Structure and Function of Government slide deck Unit 3: The Role of Bristol and Connecticut in America's Story Slide deck	Communication • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy • Demonstrating understanding of others perspectives and needs • Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving • Collect, assess and analyze relevant information Civic Literacy • Understand the local and global implications of civic decisions • Understand other nations and cultures including the use of non-English language
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***
How has Connecticut's history shaped the state's identity?	Grade 3 Social Studies Equity Curriculum Review

What was the significance of Connecticut's contribution to United States history? Students will build their understanding through: 1. Cultural Communities-The Impact of Indigenous People and Geography on Bristol 2. The Structure and Function of Government 3. The Role of Bristol and Connecticut in America's Story	

Standard Matrix

CT Elementary and Secondary Social Studies Standards

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
3.Inq.1.a. Explain why compelling questions about Connecticut and Local History are important to others (e.g., peers, adults).	X	X	X
3.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about Connecticut history.	X	X	X
3.Inq.1.c Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.	X	X	X
Dimension 2- Apply Disciplinary Concepts and Tools			
3.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
Dimension 3- Evaluate Sources and Use Evidence			
3.Inq.3.a. Gather relevant information about Connecticut history.	X	X	X
3.Inq.3.b. Identify evidence from multiple sources in response to a compelling question about Connecticut history.	X	X	X
3.Inq.3.c. Use evidence to develop claims in response to a compelling question about a significant person or event in Connecticut history.	X	X	X
Dimension 4- Communicate Conclusions and Take Informed Action			
3.Inq.4.a. Construct arguments using claims and evidence from multiple sources about Connecticut history.	X	X	X
3.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	X	X	X
3.Inq.4.c. Critique arguments and explanations.	X	X	X
3.Inq.4.d. Present a summary of arguments and explanations to others using print, oral, and digital technologies.	X	X	X

3.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in Connecticut history.	X	X	X
3.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools	X	X	X
3-1. State Constitution and Government			
3.Civ.1.a. Identify the responsibilities and powers of government officials at the state and local level.	X	X	X
3.Civ.2.a. Explain how democracy relies on the responsible participation of individuals and groups within school, local and state communitie.	X	X	X
3.Civ.4.a. Explain the significance of the sovereignty of Northeastern Woodland Native American tribes of Connecticut.	X	X	X
3.Civ.4.b. Explain how a bill becomes a law in Connecticut	X	X	X
3.Civ.5.a. Compare the origins, functions, and structures of the Constitution of the State of Connecticut while noting similarities and differences to the United States Constitution.		X	
3.Civ.6.a. Describe how people benefit from and face challenges working together in various settings to address problems.		X	
3.Civ.6.b. Describe ways in which families and communities in early United States History were organized to promote mutual benefit and address challenges.	X		
3.Civ.12.a. Explain how people influence rules and laws in Connecticut and how rules and laws influence people. .		X	X
3.Civ.13.a. Describe how Connecticut laws address public needs and concerns.		X	X
3.Eco.12.a. Explain how services in communities are paid for by local, state, and federal taxes. .		X	X
3-2. Cultural Communities in Connecticut Present and Past			
3.Geo.3.a. Use both local and state maps of Connecticut to describe location of cultural and environmental characteristics over time.	X	X	X
3.Geo.4.a. Explain the impact of diverse cultures within a local community and throughout Connecticut.	X	X	X
3.Geo.4.b. Explain the ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time.	X		
3.His.2.a. Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past.	X		
3.His.2.b. Describe the lived experiences of diverse cultural groups by comparing life in specific historical time periods to life in Connecticut today.	X		

3.His.3.a. Generate questions about individuals and groups who represented communities committed to change in Connecticut.	X	X	X
3.His.10.a. Compare information provided by different historical sources about an event or issue in Connecticut's history.	X	X	X
3.His.11.a. Make inferences about the intended audience and purpose of a variety of historical sources from information within the source itself.	X	X	X
3-3. Innovation, Industry, and Economic Growth			
3.Geo.2.a. Use maps and other visual representations to describe the relationship between the locations of places and regions throughout Connecticut and their environmental characteristics.	X	X	X
3.Geo.6.a. Describe how environmental and cultural characteristics influence where people live and work in Connecticut .	X	X	X
3.Geo.8.a. Explain how the location of Connecticut industries has been influenced by access to natural resources over time.	X	X	X
3.Eco.3.a. Identify examples of resources in Connecticut that are used to produce goods and services.	X	X	X
3.Eco.9.a. Describe the role of financial institutions in Connecticut.	X	X	X
3.Eco.13.a. Describe the ways in which Connecticut industries increase productivity by investing in education and technology.	X	X	X
3.His.1.a. Employ chronological thinking to create a chronological sequence of events illustrating developments in innovations and industries throughout Connecticut.	X	X	X
3.His.9.a. Summarize the information presented in multiple historical sources in order to explain the importance of a notable innovator or innovation in Connecticut.	X	X	X
3.His.12.a. Generate questions about multiple historical sources and their relationship to important economic developments in Connecticut.	X	X	X

Unit Links

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

Unit Title:	
Unit 1: Cultural Communities-The Impact of Indigenous People and Geography on Bristol	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	**Enduring Understanding(s):**
• How has our local community and its diverse groups of citizens contributed to Connecticut's story, past and present? • In what ways has our town and Connecticut changed and/or stayed the same over time? • What is the significance of Connecticut's contribution to America's story?	This unit requires the study of Bristol and Connecticut's geography and impact on America's story. Students use local/ state maps to learn specifically about the cultural and environmental characteristics of the state of Connecticut and Bristol. The required understandings for this unit include: • The use of both local and state maps of Connecticut helps to describe the location of cultural and environmental characteristics over time. • The diverse cultures within local communities throughout Connecticut have impacted Connecticut's culture. • There are ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time. • There are regional and cultural characteristics of each Northeastern Woodland Native American tribes of Connecticut, present and past. • There are distinct individuals and groups who represent communities committed to change in Connecticut. • The role of Bristol in shaping Connecticut's history
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Family Overview- Grade 3 Unit 1	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:

Academic Vocabulary

Generate	Explain	Compare
Describe	identify	Evidence
summarize	Opinion	Generate
Gather		

Content Vocabulary

Culture	Landscape	Diverse
regions	Environmental characteristics	Cultural identity
Industries	resources	transportation
innovation	Institutions	

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

Unit 1 Note Catcher

Opportunities for Interdisciplinary Connections:

- CCSS.ELA-Reading: Informational Texts: Standards 1-10
- CCSS.ELA-Writing: Standards 1-2 and 7-10
- CCSS.ELA-Speaking and Listening: Standards 1-6
- CCSS.ELA-Language: Standards 1-3

Anticipated misconceptions:

Students may have misconceptions of:

- Connecticut being part of New England
- That the land in Connecticut was unmanaged before European contact

Connections to Prior Units:

Students will enter Grade 3 having explored these course questions in their Grade 2 coursework:

- How do people in communities work together?
- How do leaders make decisions?

Under Dimension 2, Grade 3 students will have engaged in learning (from Grade 2) to build on the following Grade 3 standards:

- 2. His.3. a. which is a precursor standard to 3. His.3. a.
- 2. His.6. a. which is a precursor standard to 3. His.10. a
- 2.His.11. a., which is the precursor to standard 3.His.11. a

Connections to Future Units:

As students continue to engage in Social Studies Content throughout the year, the work that they do in Unit 2 will inform their work in the final unit: Innovation, Industry, and Economic Growth. Grade 3 students will apply the knowledge and skills they built in the first two units to determine how Connecticut's history and cultural diversity has shaped its identity and sparked innovation in the geographical and economic structure of every town. Students will also learn about the impact of Bristol. They will also be familiar with the disciplinary tools and resources that support the development of inquiries and gathering of relevant information.

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words.	• I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can learn about the state of Connecticut and its characteristics.	I can read the text Connecticut. I can identify 4 characteristics of Connecticut.	Unit 1 Note Catcher
2	I can identify the geographical features of Connecticut and its impact on our state.	I can identify geographical features in Connecticut. I can explain how the features impact our state.	Unit 1 Note Catcher
3	I can locate the territories of indigenous people throughout the world.	I can locate on a map territories of indigenous people that have lived in what is now Connecticut. I can find who lived in the Bristol area.	Unit 1 Note Catcher
4	I can discuss the relationship between indigenous communities and their environment.	I can discuss the relationship between Indigenous communities and their environment . I can discuss ways in which a map represents communities and their	Unit 1 Note Catcher

		land.	
5	I can explore the Connecticut River and its impact on indigenous people and settlement.	I can listen to the article and take notes. I can use my notes to answer the questions and make a prediction. I can understand how the Connecticut River impacted the Indigenous people and their settlement.	Unit 1 Note Catcher
6	I can explore the Farmington River and its impact on indigenous people and settlement.	I can listen to the article and take notes. I can use my notes to answer the questions. I can understand how the Farmington River impacted the Indigenous people and their settlement.	Unit 1 Note Catcher
7	I can describe the relationship between Indigenous people and European settlers in Connecticut.	I can read the article. I use information from the text to answer the questions. I can understand the relationship between Indigenous people and European settlers.	Unit 1 Note Catcher
8-9	I can learn about and understand the early settlement of Bristol, CT.	I can understand the early settlement of Bristol, CT. I can tell how they worked together. I can identify early settlers of Bristol.	Unit 1 Note Catcher
10	I can explore the businesses that developed in our community.	I can understand why business grew in Bristol, CT. I can compare our community in the past to today.	Unit 1 Note Catcher
11	I can explore historical landmarks on the Federal Hill area and how this contributed to the growth of Bristol, CT.	I identified noticeable differences between historical and present day pictures. I learned about The Federal Hill Area of Bristol.	Unit 1 Note Catcher
12	I can explore the settlement and establishment of the Barnes Family.	I can tell facts about where the Barnes family settled and how they	Unit 1 Note Catcher

	and how they contributed to the growth of Bristol, CT.	established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	
13	I can explore the settlement and establishment of the Manross Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Manross family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
14	I can explore the settlement and establishment of the Ingraham Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Ingraham family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
15	I can explore the settlement and establishment of the Sessions Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Sessions family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
16	I can explore the settlement and establishment of the Rockwell Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Rockwell family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
17	I can explore the settlement and establishment of the Page Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Page family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
18	I can explore the Bristol Public Library, a historical landmark and how it contributed to the growth of Bristol, CT.	I can tell facts about the historical landmark the Bristol Public Library. I identified how the library plays an important role in the development of the history of Bristol.	Unit 1 Note Catcher

19	I can explore Memorial Boulevard, a historical landmark and how it contributed to the growth of Bristol, CT.	I can tell facts about the historical landmarks on the Boulevard. I identified how the Boulevard plays an important role in the development of the history of Bristol.	Unit 1 Note Catcher
20	I can explore the Muzzy Field, a historical landmark and how it contributed to the growth of Bristol, CT.	I buddy read the Muzzy Field article with my partner using a reading strategy of our choice. I identified the history of Muzzy Field after reading the article with my partner.	Unit 1 Note Catcher
21	I can explore Rockwell Park, a historical landmark in Bristol, CT.	I buddy read the Rockwell Park article with my partner using a reading strategy of our choice. I identified the history of Rockwell Park after reading the article with my partner.	Unit 1 Note Catcher
22	I can explore Page Park, a historical landmark in Bristol, CT.	I identified the history of Page Park. I can tell facts about what I have learned.	Unit 1 Note Catcher
23	I can reflect on all I have learned about Bristol, CT.	I can determine if I was an early settler if I would have settled in Bristol, CT. I can share my thoughts with my partner.	Unit 1 Note Catcher

Unit Title:	
Unit 2: The Structure and Function of State and Local Government	
Relevant Standards: Bold indicates priority	
Content Standards: See above.	
Essential Question(s):	**Enduring Understanding(s):**
• What is the impact of governmental decisions made at the state and local levels? • How can individual citizens impact Connecticut's	This unit requires students to learn specifically about the roles and responsibilities of the government, the origin and function of Connecticut's state

<table>
<tr><td>government?</td><td>Constitution, the principles of democracy, and the significance and the impact of rules/laws in Connecticut. The required understandings for this unit include:
There are specific responsibilities and powers of government officials at the state and local level.
There are distinct origins, functions, and structures of government established by Connecticut's Constitution and similarities and differences to the United States Constitution.
People influence rules and laws in Connecticut and rules and laws influence people and address public needs and concerns.
The cultural influences of diverse communities within Connecticut have shaped local customs, celebrations, and societal values.
Bristol has and continues to contribute to Connecticut's history.</td></tr>
<tr><td>Demonstration of Learning:</td><td>Pacing for Unit</td></tr>
<tr><td>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):
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Planning inquiries
Evaluate sources
Use Evidence
Communicate conclusions</td><td>6 weeks</td></tr>
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Unit 2 Note Catcher</td></tr>
</table>

Sovereignty	Constitution	Influence
Organize	Northeastern Woodland Native American Tribes	Bill
Law	Origin	
Attorney general	comptroller	Defendant
district	Executive branch	evidence
General assembly	governor	Judicial branch
Jury	Legislative branch	Lieutenant governor
plaintiff	representative	Secretary of state
senator	statues	testimony
treasurer	trial	Veto

Opportunities for Interdisciplinary Connections:

- CCSS.ELA-Reading: Informational Texts: Standards 1-10
- CCSS.ELA-Writing: Standards 1-2 and 7-10
- CCSS.ELA-Speaking and Listening: Standards 1-6
- CCSS.ELA-Language: Standards 1-3

Anticipated misconceptions:

Students may have misconceptions of:

- That the land in Connecticut was unmanaged before European contact
- The process of how a bill becomes law

Connections to Prior Units:

Students will enter Grade 3 having explored these course questions in their Grade 2 coursework:

- How do people in communities work together?
- How do leaders make decisions?

Under Dimension 2, Grade 3 students will have engaged in learning (from Grade 2) to build on the following Grade 2 standards:

- 2.Civ.1. a., which is a precursor to standard 3. Civ.1.a
- 2.Civ.5. a., which is a precursor to standard 3. Civ.5.a

Connections to Future Units:

The knowledge students gained in unit 1 around the Geography of Bristol and Connecticut will be expended upon as they learn about the structure of state and local government in unit 2. This will help students with their studies in unit 3 as they dive deeper into Bristol and Connecticut's role in America's story.

• 2.Civ.6. a., which is a precursor to standard 3. Civ.6.a • 2.Civ.6. b., which is a precursor to standard 3. Civ.6.b • 2.Eco.12. a., which is a precursor to standard 3. Eco.12. a	
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
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Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words.	• I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify the significance of the Connecticut State Capitol in Hartford.	I can learn facts about our state capitol. I can take quick notes demonstrating what I learned.	Video Unit 2 Note Catcher
2	I can identify the significance of the Connecticut Constitution.	I can learn facts about our state constitution. I can take quick notes demonstrating what I learned.	Video Unit 2 Note Catcher
3	I can identify symbolic representations of Connecticut.	I identified symbols of CT. I took quick notes	Unit 2 Note Catcher

		demonstrating what I learned about state symbols. I can learn more about the symbols by researching.	
4	I can identify significant individuals involved in the development of the state capital.	I can learn about Nathan Hale, Prudence Crandall, and William Buckingham and take quick notes. I can research these people using a variety of sources.	Unit 2 Note Catcher Video
5	I can identify features of the Connecticut State Capitol.	I can learn about the North Lobby Tour, and Hall of Flags. I can take quick notes as I watch the videos.	Unit 2 Note Catcher Video Video
6	I can create a brochure to display information about the Connecticut State Capitol.	I explored the information about the state capitol. I selected a focus for my brochure. I created a paper or digital brochure to encourage others to learn more about the state capitol.	Enrichment Activity Example of Brochure
7	I can identify the three branches of government in Connecticut and their responsibilities.	I can identify the 3 branches of government. I can explain the responsibilities of each branch of government.	Unit 2 Note Catcher Video
8	I can identify the executive branch of government in Connecticut and their responsibilities.	I can identify the 3 branches of government. I can explain the responsibilities of each branch of government.	Unit 2 Note Catcher Executive Branch Presentation
9	I can identify the judicial branch of government in Connecticut and their responsibilities.	I can identify the roles and responsibilities of the judicial branch.	Unit 2 Note Catcher Video
10	I can identify the roles and responsibilities of the legislative branch of government in Connecticut.	I can identify the roles and responsibilities of the legislative branch of government in CT.	Unit 2 Note Catcher Website
11	I can identify how a bill becomes a law with the help of government	I can identify how a bill becomes a law.	Unit 2 Note Catcher

	representative.		Video
12	I can identify symbolic representations for Bristol, CT.	I identified Bristol symbols. I identified the symbolic meaning of the Bristol All Heart logo.	Unit 2 Note Catcher Video
13	I can identify the development of local governments.	I identified how the local government was formed. I identified elected representatives for the city of Bristol.	Unit 2 Note Catcher
14	I can identify the role of the mayor as a leader in the Bristol community.	I identified the role of the mayor of Bristol. I followed schoolwide expectations during our meet and greet with the mayor. I identified how I can help my Bristol community.	Unit 2 Note Catcher
15	I can determine what citizens need from local governments.	I identified community services that impact the citizens of Bristol. I identified what is taxed in the city of Bristol. I identified the purpose of permits for properties and business.	Unit 2 Note Catcher
16	I can become an active citizen in my community.	I can explain what an active citizen is. I can identify a community issue that I am concerned about. I can craft a letter to the appropriate audience and support my opinion with a solution.	Unit 2 Note Catcher Be an Active Citizen in your Community by Helen Mason
17	I can contribute to my Bristol community by developing an action plan to support a nonprofit organization.	We identified a nonprofit organization to focus on. We developed a plan of action to advocate and support our	Unit 2 Note Catcher

		nonprofit. We executed our plan of action.	

Unit Title:	
Unit 3: The Role of Bristol and Connecticut in America's Story	
Relevant Standards: Bold indicates priority	
Content Standards: See Above	
Essential Question(s):	Enduring Understanding(s):
• Who were some of Bristol's notable citizens? • What is your role as a citizen of Bristol and why is it important for you to take an active role? • What are Bristol's famous landmarks and why are they important? • Why was Bristol's industrial beginning so important for Bristol's future?	This unit requires students and teachers to learn specifically about the diverse geographical and economic landscape of Connecticut. The required understandings for this unit include: • Environmental and cultural characteristics influence where people live and work in Bristol and Connecticut. • The significance of the location of Connecticut industries has been influenced by access to natural resources over time. • The importance of a notable innovator or innovation in Bristol and Connecticut can be analyzed through the consideration of important information presented in multiple historical sources. • Important economic developments in Bristol and Connecticut can be investigated by generating questions about multiple historical sources. • The diverse cultural traditions and practices in Bristol and Connecticut have contributed to Connecticut's rich history and have helped to shape the identity of Connecticut's communities.
Demonstration of Learning:	Pacing for Unit
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks

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• Importance of inventors and innovations</td></tr>
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Under Dimension 2, Grade 3 students will have engaged in learning (from Grade 2) to build on the following Grade 2 standards:
• 2.Civ.1. a., which is a precursor to standard 3. Civ.1.a
• 2.Civ.5. a., which is a precursor to standard 3. Civ.5.a
• 2.Civ.6. a., which is a precursor to standard 3. Civ.6.a
• 2.Civ.6. b., which is a precursor to standard 3. Civ.6.b
• 2.Eco.12. a., which is a precursor to standard 3. Eco.12. a</td><td>The knowledge students gained in unit 1 & 2 will continue to be built upon with the story of Bristol and Connecticut and the role and impact on America’s Story.</td></tr>
<tr><td colspan="2">Differentiation through Universal Design for Learning</td></tr>
</table>

UDL Indicator	Teacher Actions:
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners	
Related *CELP standards:*	Learning Targets:
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words.	• I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can explore how clock making is an essential part of the growth and development of Bristol, CT.	I can identify how clock making started. I can determine how clock making helped with the development of Bristol.	Early Bristol Reading Clock Museum Reading
2	I can explore how the industries in Bristol prospered.	I can determine why the industries in Bristol prospered.	Industrial Beginnings of Bristol reading
3	I can explore how the Rockwell family established New Departure and the success of their inventions.	I can determine how the innovations were successful.	
4	I can discover how downtown Bristol was built.	I can explore and observer photographs of past and present Bristol, CT.	Downtown photographs
5	I can learn about the Trolly System that was used in the past.	I can explore photographs from the past.	Photographs
6	I can determine the beginnings of Lake	I can explore photographs from	Photographs

	Compounce.	the past.	
7	I can generate questions about individuals who have shaped significant historical changes and continuities.	I can explore influential and significant individuals from Bristol. I can use a timeline to identify historical events in Bristol's history.	Artifacts & photographs
8	I can learn about the schools in Bristol, past and present.	I can explore photographs and videos to gather information.	Video
9	I can learn about the significance of chrysanthemums in Bristol.	I can gather information about the significance of major products in Bristol CT.	artifacts , photographs, video
10	I can learn about the development of Bristol hospital, past and present.	I can explore photographs and artifacts.	Photographs
11	I can learn about ESPN and why it is in Bristol, CT.	I can gather information about the significance of major businesses.	Video Artifacts
12	I can learn about the park and recreation department in Bristol.	I can explore multiple park locations within Bristol.	Photographs
13	I can learn about manufacturing in Bristol.	I can gather information about the significance of major businesses.	Photographs
14	I can explore new opportunities for Bristol's future.	I can visualize and determine how Bristol can continue to contribute positively to CT.	Sketches & photographs
15	I can explore various neighborhoods in Bristol.	I can identify the different neighborhoods on a map.	Map
16	I can explore the importance of notable innovators or innovations in Connecticut.	I can gather information about the significant innovators and/or inventions.	Visuals

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise) . Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	**Content Area:**	**Grade Level:**	**Credit (if applicable)**
Grade 2 Social Studies	Social Studies	Grade 2	N/A

Course Description:

In Grade 2, students explore how people contribute to society. Students investigate democratic principles, leadership in the past and present, and how decisions are made within local, national, and global communities. Students investigate how people work together and make decisions using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about people's contributions to society.

Aligned Core Resources:	**Connection to the *BPS Vision of the Graduate***
Unit 1 Government slide deck Unit 2 Rights & Responsibilities of Citizens in Society & Bristol slide deck Unit 3 People from the Past that contributed to Society slide deck Capstone Grade 2 Box with aligned books	Communication • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy • Demonstrating understanding of others perspectives and needs • Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving • Collect, assess and analyze relevant information Civic Literacy • Understand the local and global implications of civic decisions • Understand other nations and cultures including the use of non-English language
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***

Who are the diverse populations and people that live in your community, now and in the past? How do citizens affect change in their community? How do people in communities work together? How do leaders make decisions?	Grade 2 Social Studies Equity Curriculum Review

Standard Matrix

CT Elementary and Secondary Social Studies Standards

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
2.Inq.1.a. Explain why a compelling question about a significant person, event, or issue in a community is important to the student.	X	X	X
2.Inq.1.b. Identify facts and concepts related to compelling and supporting questions	X	X	X
2.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	X	X	X
Dimension 2- Apply Disciplinary Concepts and Tools			
2.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
Dimension 3- Evaluate Sources and Use Evidence			
2.Inq.3.a. Gather relevant information from one or two sources about a significant person, event, or issue in a community while using origin and structure to guide the selection.	X	X	X
2.Inq.3.b. Evaluate a source by distinguishing between fact and opinion.multiple sources.	X	X	X
Dimension 4- Communicate Conclusions and Take Informed Action			
2.Inq.4.a. Construct arguments with reasons	X	X	X
2.Inq.4.b. Construct explanations using correct sequence and relevant information.	X	X	X
2.Inq.4.c. Ask and answer questions about arguments and explanations.	X	X	X
2.Inq.4.d. Present a summary of an argument using print, oral, or digital technologies.	X	X	X
2.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.	X	X	X
2.Inq.4.f. Use listening, consensus-building, and voting procedures to take action	X	X	X

in the classroom.			
2-1. Working Together as a Community			
2.Civ.1.a. Describe the roles and responsibilities of local officials.		X	X
2.Civ.5.a. Explain the role and responsibilities of a local government.		X	X
2.Civ.6.a. Describe how individuals and groups work interdependently to improve their community.	X	X	X
2.Civ.6.b. Describe how families are structured to accomplish common tasks, establish responsibilities, and fulfill roles.	X	X	X
2.Civ.8.a. Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community	X	X	X
2.Civ.10.a. Compare one's own perspective about a community issue with that of the perspective of others (e.g., differing opinions on park improvements, water use, recycling).		X	X
2.His.1.a. Employ chronological thinking to create a timeline of multiple events in one's life or community where people worked together.		X	X
2.His.4.a. Compare needs of the community today to its needs in the past (e.g., education, land use, safety, transportation, housing).	X	X	X
2.Geo.1.a. Demonstrate spatial awareness by creating a community map illustrating physical and human-made features.		X	X
2.Geo.2.a. Describe change over time in the local community using information from maps, graphs, and photographs.			X
2.Geo.3.a. Identify the cultural and environmental features of the local community using maps, globes, and representations of cultural practices.			X
2-2. Leadership Past and Present			
2.His.3.a. Develop questions about diverse individuals or groups recognized for contributions to their community or the United States past and present			X
2.His.6.a. Compare different accounts about the same person who or event that contributed to the community (e.g., book, diary, video, website).			X
2.His.9.a. Identify sources that can be used to learn about past and present national, state, and local leaders (e.g., articles, books, diaries, photographs, videos).			X
2.His.11.a. Identify the maker, date, and place of origin of historical sources about community leaders using information included in the source itself. .			X
2.His.12.a. Develop questions about a historical source as it pertains to a significant person, event or development.			X
2.His.14.a. Generate reasons about why national and state observances and celebrations have been established to honor individuals, groups, and events in the			X

United States			
2-3. Decision-Making in our World			
2.Geo.4.a. Explain how climate, weather, and environmental characteristics influence the decisions people make in their community.		X	X
2.Eco.1.a. Explain how scarcity and abundance influences decision-making in the community.		X	
2.Eco.7.a. Explain the costs of making goods within a community.		X	
2.Eco.12.a. Describe examples of goods and services the government provides (e.g., education, healthcare, roads, sewers, libraries, safety).		X	
2.Eco.13.a. Describe the types of human and physical capital resources used by governments and businesses to respond to community needs (e.g., education, machinery, skilled labor, training, transportation, workplaces).	X	X	
2.Civ.14.a. Describe how people have tried to improve communities to meet the needs of and create more equity for residents both past and present.	X	X	X

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

Unit Title:

Unit 1: Government

Relevant Standards: Bold indicates priority

See above

Essential Question(s):	**Enduring Understanding(s):**
Students will apply disciplinary concepts to investigate compelling questions such as: What is 'government' and what does the government do? How do people and groups decide how to make the world a different place?	Students will be able to identify how people work together through government to affect change while exploring the rights and responsibilities of active citizens within communities. Identifying American democratic principles and values such as liberty, freedom, justice, and equality will enable students to discover how their values and decisions impact others around them.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade 2 Unit 1 Family Memo	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Academic Vocabulary Generate, Explain, Compare Describe, identify, Evidence	Unit 1 Slide deck Capstone Grade 2 Box of books

Content Vocabulary

Advocacy	Action	Direct service
Indirect service	Research	Community
pros	cons	Wants
swapping	Needs	Freedom
Rights and responsibilities	Goods	Service
Increase	decrease	Saving
Spending	Scarce	available
Supply	Demand	

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
CCCS. ELA-Reading: Informational Texts: Standards 1-10 CCCS. ELA Foundational Skills: Standard 4 CCSS.ELA-Writing: Standards 1-3, 5 and 8 CCCS. ELA- Speaking and Listening: Standards 1-6 CCCS. ELA-Language: Standards 1-4	Students may have misconceptions of: • Reading and interpreting the key map • Understanding the differences between needs and wants
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Grade 2 having explored citizenship, needs of a community and geography. Under Dimension 2, Grade 2 students will have engaged in learning (from Grade 1) to build on the following Grade 2 standards: 1.His.3.a. 1.His.6.a. 1.Geo.3.b 1.Civ.8.a. 1.Civ.8.b 1.Civ.12.a The above listed standards are precursor standards for the grade 3 standards.	Students will build upon what they learned in unit 1 and expand on their knowledge of government through the study of Rights and Responsibilities of Citizens in unit 2 and the study of the People from the Past that Contribute to Society in unit 3.

Differentiation through *Universal Design for Learning*

UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1)

	• Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to.	• I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1-2	I can explore what life would be like with no rules.	I can make a list of pros and cons. I can read & discuss the School with No Rules.	Game without rules Text The School with No Rules
3	I can explore the history of money.	I can watch the video The Story of Money.	Video Story of Money
4	I can determine how leaders use rules and systems to lead.	I can take a position on rules and the money system.	What's your Position task
5	I can determine what makes a community.	I can learn about the characteristics of a community. I can chart out responsibilities of citizens (recycling, keeping town/classroom clean).	
6	I can explore what taking action and advocacy means.	I can watch and discuss the video.	Understanding Advocacy & Action video

7	I can examine how a community is shaped by the different views of people and groups in the community.	I can explore what makes a community, traditions, and games around the world.	Books: What Makes a Community Traditions Around the World Games Around the World
8	I can examine why people take action in their community to make it a better place.	I can discover the different types of services (direct vs. indirect).	
9	I can examine how and why people take action in their community to make it a better place.	I can explore texts about recycling, helping communities and animals.	Capstone Books: How Can we Help out in our Community How can People help Communities
10	I can explain what a government is and what it does.	I can make a class chart of the purpose of government.	Poster paper for class chart Video on purpose of government
11	I can explain what freedom is and the rights and responsibilities of a citizen.	I can watch and discuss laws, rights and responsibilities.	Poster paper for Bill of Rights
12	I can explain what freedom is and the rights and responsibilities of a citizen.	I can read and discuss and learn about freedom and rights and responsibilities.	Capstone books: The U. S. Constitution The U. S. Presidency Election Day
13	I can examine economics.	I can explore spending and saving.	Video Economics for Kids
14	I can explain how my family makes decisions about what to buy and how to spend money.	I can explore making choices about spending vs. saving.	Capstone books: Learn About Money Make Money Choices Spend Money Save Money
15	I can explain how my school makes decisions about what to buy and how to spend money.	I can learn about the rules and process for spending money.	Video Budgets
16	I can examine the differences individuals and groups make by where they live and what they have.	I can determine the need for goods and movement within a town (Bristol).	
17	I can examine how the environment affects people's lives.	I can discuss physical features of the environment. I can explore changes over time in an environment.	Capstone books: Desert communities past and present Plains communities past and present River communities past and present

			Arctic communities past and present
18	I can explore different ways students can make a difference in their community.	I can make a list of ways to help the community.	
19	I can decide how I would spend money.	I can determine how to spend the money for my cause.	
20	I can determine how to use natural resources in a healthy way.	I can plan out meal and determine where the goods come from.	Capstone Texts: From Farm to Fork
21	I can plan to interview a community helper with my class.	I can come up with interview questions.	
22-25	I can tell the classroom and school rules and why we need to follow them.	I can read and discuss the author's message.	Capstone Texts: What Rules Should We Have in Our Classroom? Why SHould We Keep Our Classroom Clean? How You Can Be a Good Friend
26	I can explain how people work together to make decisions.	I can determine easy and difficult choices.	Decision Video
27-30	I can take informed action.	I can develop an plan and solution for a group identified problem.	

Unit Title:	
Unit 2: Rights and Responsibilities of Citizens in Society (Bristol)	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	**Enduring Understanding(s):**
Students will apply disciplinary concepts to investigate compelling questions such as: How have people tried to improve communities over time? How have actions of people in the past influence our community today? What are the different roles people play in our local community and how does their work affect our lives and the decisions we make in our town?	Students will be able to identify the impact that people and groups have on our local community past and present. They will explore the various jobs and roles of citizens who contribute to our towns' story including the impact community workers have on our economy.

<table>
<tr><th>Demonstration of Learning:</th><th>Pacing for Unit</th></tr>
<tr><td>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):

Development of questions
Planning inquiries
Evaluate sources
Use Evidence
Communicate conclusions</td><td>6 weeks</td></tr>
<tr><th>Family Overview (link below)</th><th>Integration of Technology:</th></tr>
<tr><td>Grade 2 Unit 2 Family Memo</td><td>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</td></tr>
<tr><th>Unit-specific Vocabulary:</th><th>Aligned Unit Materials, Resources, and Technology (beyond core resources):</th></tr>
<tr><td>Academic Vocabulary
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<table><tr><td>Community</td><td>Leaders</td><td>Needs</td></tr><tr><td>City council</td><td>Mayor</td><td>Wants</td></tr><tr><td>Local government</td><td>roles</td><td>Responsibilities</td></tr><tr><td>Superintendent</td><td>Community helpers</td><td>Characteristics & traits</td></tr><tr><td>Historical landmark</td><td>Significance</td><td></td></tr></table></td><td>Unit 2 Slide deck
Capstone Grade 2 Box of books</td></tr>
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<tr><td>CCCS. ELA-Reading: Informational Texts: Standards 1-10
CCCS. ELA Foundational Skills: Standard 4
CCSS.ELA-Writing: Standards 1-3, 5 and 8
CCCS. ELA- Speaking and Listening: Standards 1-6</td><td>Students may have misconceptions of:
Roles and responsibilities of citizens in Bristol</td></tr>
</table>

CCCS. ELA-Language: Standards 1-4	
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Grade 2 having explored citizenship, needs of a community and geography. : Under Dimension 2, Grade 2 students will have engaged in learning (from Grade 1) to build on the following Grade 2 standards: 1.His.3.a. 1.His.6.a. 1.Geo.3.b 1.Civ.8.a. 1.Civ.8.b 1.Civ.12.a The above listed standards are precursor standards for the grade 3 standards.	Students will build upon what they learned in unit 1 and expand on their knowledge of government through the study of Rights and Responsibilities of Citizens in unit 2 and the study of the People from the Past that Contribute to Society in unit 3.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to.	• I can participate in conversations and discussions using academic and domain specific vocabulary

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

Sequence		Assessment	
1	I can explore types of communities.	I can learn about the characteristics of communities.	Communities for Kids video
2	I can explore the local government departments.	I can come up with questions for my local government.	
3	I can determine the role of the mayor of Bristol.	I can identify important town officials.	Mayor's website
4	I can determine the role of Bristol's City Council.	I can identify important town officials.	City Council website
5	I can determine the role of Bristol Public Schools.	I can identify the superintendent of schools.	
6	I can identify the different roles people play in our local community. I can examine how the roles people play in our community affect our lives and decisions made in our town.	I can discuss the jobs and impact people make on a community.	Capstone books: Show Me Community Helpers How Can People Help Communities
7-10	I can explain what the rights and responsibilities of citizens within a community are. I can explain what it means to make a difference in your community.	I can explore different jobs. I can explore how members have an impact on a community.	Capstone books: Firefighters Police Officers Help Nurses Help Firefighters Help Librarians Help
11	I can brainstorm characteristics (personality traits/actions) that represent the qualities of people who have made a difference.	I can compile a list of characteristics and traits.	
12-14	I can brainstorm characteristics (personality traits/actions) that represent the qualities of people who have made a difference. I can identify the people in Bristol's town government.	I can compile a list of characteristics and traits.	Bristol's City Council website
15-20	I can create a list of historical landmarks in Bristol and explain their significance.	I can create a list. I can explore and discuss the following landmarks: • Memorial Boulevard • Soldiers Monument in West	Bristol Historical Society website Map

		Cemetery: Federal Hill: • The Clock Museum • The Carousel Museum • The Armory • Lake Compounce • Muzzy Field	
21-23	I can locate historical landmarks on a map.	I can find important landmarks using the map of Bristol.	Map
24-25	I can explain what wants and needs are. I can discuss how our needs and wants affect how communities are formed. I can discuss how our needs and wants function in a community.	I can explain how things we use get to our community. I can discuss services provided in our town.	Capstone Books: Things I Want and Things I Need Possessions Clothes A Place to live Where Do Vegetables Come From? Where Does Fruit Come From? Where Do Grains Come From ? How Do Animals Give Us Food? Needs/wants sorting activity
26-30	I can take informed action.	I can discuss community service opportunities. I can plan with a group. I can collaborate with my group to execute our plan. I can assess the impact of our group project.	

Unit Title:
Unit 3: People from The Past that Contribute to Society
Relevant Standards: Bold indicates priority

See above

Essential Question(s):	**Enduring Understanding(s):**
Students will apply disciplinary concepts to investigate compelling questions such as: How have the actions and beliefs of people throughout time made an impact on society? What is your role in society? Who are the people who have impacted Bristol in the past and how have they impacted the way we live today?	Students will be able to identify people who have made a difference in society, and how and why we remember their contributions from the past and make connections to our society and world today.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): Development of questions Planning inquiries Evaluate sources Use Evidence Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade 2 Unit 3	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

Academic Vocabulary

Generate	Explain	Compare
Describe	identify	Evidence

Content Vocabulary

inventor	Inventions	Impact
Honor	Map	culture
Local	roles	Responsibilities

Unit 3 Slide deck
Capstone Grade 2 Box of books

government		
Environment	Community helpers	Characteristics & traits
Historical landmark	Significance	Taking informed action

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
CCCS. ELA-Reading: Informational Texts: Standards 1-10 CCCS. ELA Foundational Skills: Standard 4 CCSS.ELA-Writing: Standards 1-3, 5 and 8 CCCS. ELA- Speaking and Listening: Standards 1-6 CCCS. ELA-Language: Standards 1-4	Students may have misconceptions of: Roles and responsibilities of citizens in Bristol
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Grade 2 having explored citizenship, needs of a community and geography. : Under Dimension 2, Grade 2 students will have engaged in learning (from Grade 1) to build on the following Grade 2 standards: 1.His.3.a. 1.His.6.a. 1.Geo.3.b 1.Civ.8.a. 1.Civ.8.b 1.Civ.12.a The above listed standards are precursor standards for the grade 3 standards.	Students will build upon what they learned in unit 1 and expand on their knowledge of government through the study of Rights and Responsibilities of Citizens in unit 2 and the study of the People from the Past that Contribute to Society in unit 3.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
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1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to.	• I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	I can review what I have learned about the local government departments.	I can explore the rights and responsibilities in Bristol.	
2	I can generate a list of holidays that are celebrated.	I can make a list.	Calendar
3	I can explore and learn about historical social activists. I can explain how individuals and people made a difference in our society.	I can learn about MLK Jr.	Our Heroes book
4	I can learn about American Inventors.	I can learn about different inventors and inventions (i.e. Samuel Morse, Alexander Graham Bell, Thomas Edison, and Orville and Wilbur Wright).	American Inventors video
5	I can identify who the people are that have impacted Bristol in the past. I can discuss how Albert Rockwell from Bristol impacted the way we live today.	I can learn about Albert Rockwell.	Rockwell Park video
6	I can discuss how people have affected the culture and the environment we live in. (Town, state, country).	I can read and discuss the text History Around You.	Capstone book: History Around You
7	I can use a map to help me learn more about the significant changes people have made in our community.	I can compare and contrast landscapes.	Lake Compounce Map Bristol Historical Society Images Google Earth
8-10	I can gather information about famous Americans and their achievements	I can create a comparative chart.	Capstone Books: Booker T. Washington

	I can discuss how individuals made an impact on society with evidence. I can explain why and how we remember certain people. I can explain why we honor their thinking.		Mae Jemison Abraham Lincoln
11-12	I can explain the different goods and services made by individuals and groups. I can discuss how the economic choices of the people of the past have impacted the economic choices we make today.	I can read and discuss Madam C.J. Walker and George Washington Carver.	Scholastic Books: Madam C.J. Walker George Washington Carver
13-14	I can use multiple sources to research individuals that have contributed to society.	I can use video sources and books to compare and gather information.	BrainPop access I.e. Community helpers Rosa PArks MLK Jr. Ruby Bridges Harriet Tubman
15-19	I can explain what it means to be a changemaker.	I can create an action plan for an identified community need.	Video changemaker
20-21	I can explain how Martin Luther King's Vision changed the world.	I can read and discuss the facts within the article.	Article MLK Jr.
22	I can determine a service project to help my community.	I can create an action plan to help Bristol.	

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise) . Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	**Content Area:**	**Grade Level:**	**Credit (if applicable)**
Grade 1 Social Studies	Social Studies	Grade 1	N/A

Course Description:

Communities in Connecticut aim to engage in and advance democratic principles. In this unit, first graders will seek to understand the role of democratic principles in local, national, and many global communities. Students will explore their role in classroom procedures as well as examine the rules and roles of the communities that they are engaged in. Students will also create and analyze compelling questions about communities, identify facts to answer compelling questions, and determine the sources needed to answer the questions.

Aligned Core Resources:	**Connection to the *BPS Vision of the Graduate***
Unit 1 Citizenship in our Community/Geography and Maps slide deck Unit 2 Our Needs as a Community/ Geography and Maps slide deck Unit 3 The Relationship Between Family, School, and Community/ Geography and Maps slide deck Capstone Grade 1 Box with aligned books	Communication ● Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts ● Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy ● Demonstrating understanding of others perspectives and needs ● Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving ● Collect, assess and analyze relevant information Civic Literacy ● Understand the local and global implications of civic decisions ● Understand other nations and cultures including the use of non-English language
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***

Students will enter Grade 1 having explored these course questions in their Kindergarten coursework: What makes a community? How do we learn about our community? Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards: K. Geo. 2.a. which is a precursor standard to 1. Geo.2. a. K. Eco. 4.a. which is a precursor standard to 1. Eco. 5.a. K. Eco. 5.a. which is a precursor standard to 1. Eco. 15.b.	Grade 1 Social Studies Equity Curriculum Review

Standard Matrix

CT Elementary and Secondary Social Studies Standards

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
1.Inq.1.a. Explain why a compelling question about community members is important to the student.	X	X	X
1.Inq.1.b. Identify facts and concepts related to compelling and supporting questions.	X	X	X
1.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	X	X	X
Dimension 2- Apply Disciplinary Concepts and Tools			
1.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
Dimension 3- Evaluate Sources and Use Evidence			
1.Inq.3.a. Gather information from one or two sources to answer a question about the roles and responsibilities of individuals and groups within and among communities.	X	X	X
1.Inq.3.b. Evaluate a source by distinguishing between fact and opinion.	X	X	X
Dimension 4- Communicate Conclusions and Take Informed Action			
1.Inq.4.a. Construct arguments with reasons.	X	X	X
1.Inq.4.b. Construct explanations using correct sequence and relevant information	X	X	X
1.Inq.4.c. Ask and answer questions about arguments and explanations.	X	X	X
1.Inq.4.d. Present a summary of an argument using print, oral, or digital technologies.	X	X	X

1.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.	X	X	X
1.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.	X	X	X
1-1. Contributing in a Democratic Society			
1.Civ.8.a. Describe how the Pledge of Allegiance and classroom procedures promote democratic principles (e.g., equality, justice, liberty, republicanism).	X		
1.Civ.8.b. Describe how symbols of the United States illustrate democratic principles (e.g., Great Seal of the United States, Flag of the United States, Statue of Liberty, America the Beautiful, Bald Eagle).	X		
1.Civ.12.a. Identify and explain the role of rules in the community (e.g., bike helmets, car seats, crosswalks, stoplights).	X	X	
1.Civ.14.a. Explain how people have worked to improve their communities in the past and present.	X	X	X
1.Geo.7.a. Explain why and how people and goods move around the world.		X	X
1.Geo.7.b. Give examples of how ideas are transmitted from person to person and from place to place.	X	X	X
1.Geo.8.a. Compare how urban, suburban, and rural communities use local and distant environments to meet their daily needs.			X
1.Geo.9.a. Describe types of businesses and their connection to their physical environment.			X
1.Eco.4.a. Describe goods and services produced locally and in other communities.		X	X
1-2. Honoring the Past and Present			
1.His.3.a. Generate questions about significant individuals or groups from the past in our community or nation.			X
1.His.6.a. Compare various accounts about significant individuals, groups or events (e.g., book, diary, video, website).			X
1.His.9.a. Identify different kinds of sources that tell about a community's history (e.g., artifacts, historical markers, monuments, symbols).			X
1.Geo.3.a. Use maps to identify Indigenous communities and cultural enclaves both past and present in Connecticut.		X	X
1.Geo.5.a. Describe how human actions can affect the cultural and environmental characteristics of the community (e.g., community beautification, community planning, environmental preservation, national parks and monuments, water use).		X	X
1.Geo.6.a. Describe cultural and environmental characteristics of a variety of		X	X

diverse communities.			
1-3. Global Communities			
1.Geo.2.a. Identify where a student's community is located on different types of maps (e.g., cultural, physical, political).		X	X
1.Geo.2.b. Use maps, graphs, photographs, and other representations to describe how geographic features affect how people live around the globe (e.g., land use, natural resources, water access).	X	X	X
1.Geo.3.b. Use maps, globes, and other simple geographic models to identify the location of countries and continents.			X
1.Geo.3.c. Use maps to identify cultural and environmental characteristics of places around the globe to which students have connections.	X	X	X
1.Geo.4.a. Explain the impact of weather, climate, and environmental characteristics on the way people live around the globe.		X	X
1.Geo.10.a. Describe changes in the physical characteristics of various world regions.		X	X
1.Geo.11.a. Explain how the products people buy connect them to places around the world (e.g., agricultural products, electronics, energy, clothing).		X	X
1.Geo.12.a. Identify ways in which a catastrophic disaster can change how people live in a community.		X	X
1.Eco.14.a. Describe why people in one nation trade goods with people in another nation.		X	
1.Eco.15.a. Identify products that are made in the United States and are sold to other countries.		X	X
1.Eco.15.b. Identify products that are made in other countries and are sold in the United States.		X	X

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

Unit Title:

Unit 1: Citizenship in Our Community /Geography/Maps

Relevant Standards: Bold indicates priority

See above

Essential Question(s):	**Enduring Understanding(s):**
Students will apply disciplinary concepts to investigate compelling questions such as: How do rules help a community become a better place to live? How are communities different and what determines their differences?	Students will be able to explore the importance of civic virtues and roles within the community that support citizenship. Students will examine the relationship between the roles of citizens and the functioning of a community. Students will learn map features and functions while drawing conclusions and comparing various locations. Students will explore man-made and geographical landforms and how we use and need maps.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade 1 Unit 1	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Content Vocabulary Pledge of Allegiance; Democratic Principles; Equality Justice; Liberty; Community Citizen; Needs; Wants	Unit 1 Slide deck Capstone Grade 1 Box of books

Map	Key	Compass Rose
Scale	Civic Virtues	Global

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
CCCS. ELA-Reading: Informational Texts: Standards 1-10 CCCS. ELA Foundational Skills: Standard 4 CCSS.ELA-Writing: Standards 1-3, 5 and 8 CCCS. ELA- Speaking and Listening: Standards 1-6 CCCS. ELA-Language: Standards 1-4	Students may have misconceptions of: Reading and interpreting the key map Understanding the differences between natural and a man made geographical landforms
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Grade 1 having explored these course questions in their Kindergarten coursework: What makes a community? How do we learn about our community? Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards: K.Civ.3. a. & K.Civ.6. a. which are precursor standards to 1. Civ.12. a. & 1. Civ.14. a. K. Eco.4. a. which is a precursor to standards 1. Geo.7. a. & 1. Eco.4. a.	Students will build upon what they learned in unit 1 and expand on their knowledge of citizenship in unit 2 and the study of community needs and synthesize this information in unit 3 through the study of relationship between family, school and community.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	Connect prior knowledge to new learning (3.1) Highlight and explore patterns, critical features, big ideas, and relationships (3.2 Cultivate multiple ways of knowing and making meaning (3.3) Maximize transfer and generalization
9 Emotional Capacity	Recognize expectations, beliefs, and motivations (9.1) Develop awareness of self and others (9.2)
1 Perception	Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners			
Related *CELP standards:*		**Learning Targets:**	
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.		• I can participate in conversations and discussions using information I learned about	
Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	I can describe how the Pledge of Allegiance promotes democratic principles.	I can turn and talk about how the Pledge of Allegiance promotes democratic principles.	Pledge of Allegiance video
2	I can identify the symbols of America.	I can complete complete the matching activity.	Matching Activity Epic books: My Flag The Statue of Liberty The Bald Eagle
3	I can discuss why it is important to have rules in our classroom community.	I can create a rules poster for my school or community.	"NO RULES"-The Dice Game
4	I can identify the traits of a responsible citizen.	I can create a poster that identifies the traits of a responsible citizen. I can discuss why it is important to have rules.	Capstone text: Following Rules
5	I can describe how classroom procedures promote democratic principles.	I can discuss how classroom procedures are similar to the democratic principles.	Class created anchor chart of "Classroom Rules"

6	I can create a classroom pledge and use a symbol.	I can create a symbol for my version of the classroom Pledge. I can create a group brochure with illustrations that outline important rules that students need to follow in their classroom/schools.	
7	I can describe the role of a community center.	I can explain what a community center is.	Capstone text: Our Community Center
8	I can explain what a community is and what makes it successful.	I can explain the role of community helpers within specific community.	Capstone text: Community Helpers at a Fire Community Helpers at School Community Helpers at a Construction Site
9	I can explain how members of a community help each other.	I can discuss how community helpers help each other. I can make a class book on Community Helpers A - Z.	Community Helpers Anchor chart - class created
10	I can explain what makes a good citizen.	I can create a poster showing three ways I am a good citizen.	Good citizenship for kids video
11	I can explain the difference between wants and needs.	I can write a list of wants and needs.	Capstone text: Things I Want and Things I Need We Need Money Wants or Needs Note Catcher
12	I can explain what a map is and the purpose of using a map.	I can read the text. I can discuss/chart parts of a map.	Capstone text: What is a map?
13	I can explain key features on a map.	I can discuss key features of a map.	Capstone text: Compass Roses and Directions

			Symbols and Keys Map Scales
14 -15	I can create a map of my school or neighborhood.	I can read and discuss the texts.	Capstone text: Types of Maps School Map
16	I can create features to include in my map.	I can add features such as compass rose, and a map key.	
17-18	I can explain how to be a global citizen.	I can make a how to be a good citizen class book.	Video What Does it Mean to Be Global?
19-20	I can identify the civic duties of Gloria and Officer Buckle.	I can listen listen to the story on Epic. I can co-create an anchor chart of Officer Buckle's civic virtues.	Epic Officer Buckle and Gloria text
21-27	I can share my learning in different ways.	I can create a list of civic virtues. I can describe and/or illustrate how two or more members of a community might work together to accomplish a specific school community goal. I can develop a set of classroom rules as a class. I can choose one necessary classroom rule and describe why it should be followed and what would happen if the rule was not followed. I can collaborate with my group to accomplish our school community goal. I can create a map. I can take informed action to address a community selected problem.	

		I can write a thank you note to someone in my community.	

Unit Title:	
Unit 2: Our Needs as a Community/Geography and Maps	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	**Enduring Understanding(s):**
Students will apply disciplinary concepts to investigate compelling questions such as: How do needs and wants affect how we live? How is someone's life different based on where they live?	Students will explore the difference between wants and needs and how a lack of resources affects everyone. Students will analyze basic functions of earning/spending and the role of money while broadening their perspective of the world. Students will continue to examine map features and functions while drawing conclusions and comparing various locations. Students will also continue to explore man-made and geographical landforms and how we use and need maps.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade 1 Unit 2	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Content Vocabulary Community, Leaders, Services Goods, Wants, Needs	Unit 2 Slide deck Capstone Grade 1 Box of books

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
CCCS. ELA-Reading: Informational Texts: Standards 1-10 CCCS. ELA Foundational Skills: Standard 4 CCSS.ELA-Writing: Standards 1-3, 5 and 8 CCCS. ELA- Speaking and Listening: Standards 1-6 CCCS. ELA-Language: Standards 1-4	Students may have misconceptions of: Reading and interpreting the key map Understanding the differences between natural and a man made geographical landforms
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Grade 1 having explored these course questions in their Kindergarten coursework: What makes a community? How do we learn about our community? Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards: K. His. 9.a. which is a precursor standard to 1. His.9. a. K. His.2. a. which is precursor standards to 1. His.6. a K. His.12. a. which is a precursor standard to 1. His.3a.	Students will build upon what they learned in unit 1 and expand on their knowledge of citizenship in unit 2 and the study of community needs and synthesize this information in unit 3 through the study of relationship between family, school and community.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	Connect prior knowledge to new learning (3.1) Highlight and explore patterns, critical features, big ideas, and relationships (3.2 Cultivate multiple ways of knowing and making meaning (3.3) Maximize transfer and generalization
9 Emotional Capacity	Recognize expectations, beliefs, and motivations (9.1) Develop awareness of self and others (9.2)
1 Perception	Represent a diversity of perspectives and identities in authentic ways (1.3)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and supports, can participate in short discussions, conversations, and short written	• I can participate in conversations and discussions using information I learned about

exchanges using words and phrases acquired in conversations, reading, and being read to.			
Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1-2	I can identify the communities I belong to.	I can identify how to be a responsible citizen. I can discuss how do members of a community help each other. I can list communities I belong to.	Communities For Kids Video Writing template
3 - 4	I can explain the difference between needs and wants.	I can sort needs and wants and explain why I sorted it that way.	Capstone text: What's Your Point?
5	I can explain how communities change.	I can discuss similarities and differences then and now. I can complete a picture sort of images from long ago and today.	Then and Now Sort
6	I can explain why communities change.	I can discuss how communities change over time.	Capstone text: Life Now and Long Ago
7	I can compare and contrast the different ways to earn a living from the past to the present.	I can discuss how communities change over time.	Anchor Chart Capstone text: Comparing Past and Present text
8- 9	I can explain how the leaders in our community make our community a good place to live.	I can discuss how leaders make our community a good place to live. I can create "Guess Who" or "Who Am I" allowing classmates to guess the community leader.	Video Who Are Our Leaders? Note catcher
10	I can identify jobs in our community and how they affect our community.	I can explain how people earn a living in our community and the various jobs in our community.	Capstone text: People at Work

		I can explain why money is important	Where Do People Work?
11	I can explain how the weather affects where I live.	I can explain the weather in my community. I can draw a picture of the weather and what people wear for different types of weather in my community.	
12	I can understand how maps tell us about the communities we belong to.	I can discuss what maps help us understand about our communities.	Map of Bristol
13	I can determine the difference between goods and services.	I can gather facts about goods and services.	Good and Services video
14-15	I can compare and contrast past and present communities.	I can gather details about the past and present. I can interview a family member.	
16- 17	I can identify members of the school community and their duties.	I can create a flow chart with specific duties.	
18-27	I can generate a list of school opportunities to resolve and who can help solve them.	I can generate a class list of things to be resolved. I can discuss how to resolve the problems. I can cite evidence.	
20	I can identify the different ways people in our community earn money.	I can list examples and non examples of activities that earn money.	
21-23	I can evaluate uses of money.	I can determine how to spend money on wants vs. needs. I can create a class book for wants and needs. I can determine pros and cons for saving money.	
24-27	I can take informed action about saving	I can brainstorm a list to help my	

	and spending money.	family save money. I can create a poster.	

Unit Title:	
Unit 3: The Relationship Between Family, School, and Community/ Geography and Maps	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	**Enduring Understanding(s):**
Students will apply disciplinary concepts to investigate compelling questions such as: How do past actions in our community still influence our community today? What do maps tell us about the communities we belong to?	Students will explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives. Students will continue to examine map features and functions while drawing conclusions and comparing various locations.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade 1 Unit 3 Family Memo	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Content Vocabulary Community, maps, Environment climate, region, goods	Unit 3 Slide deck Capstone Grade 1 Box of books

products	Global society	

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
CCCS. ELA-Reading: Informational Texts: Standards 1-10 CCCS. ELA Foundational Skills: Standard 4 CCSS.ELA-Writing: Standards 1-3, 5 and 8 CCCS. ELA- Speaking and Listening: Standards 1-6 CCCS. ELA-Language: Standards 1-4	Students may have misconceptions of: Reading and interpreting the key map Interconnectedness of family, school, and community
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Grade 1 having explored these course questions in their Kindergarten coursework: What makes a community? How do we learn about our community? Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards: K. His. 9.a. which is a precursor standard to 1. His.9. a. K. His.2. a. which is precursor standards to 1. His.6. a K. His.12. a. which is a precursor standard to 1. His.3a.	Students will build upon what they learned in unit 1 and expand on their knowledge of citizenship in unit 2 and the study of community needs and synthesize this information in unit 3 through the study of relationship between family, school and community.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	Connect prior knowledge to new learning (3.1) Highlight and explore patterns, critical features, big ideas, and relationships (3.2 Cultivate multiple ways of knowing and making meaning (3.3) Maximize transfer and generalization
9 Emotional Capacity	Recognize expectations, beliefs, and motivations (9.1) Develop awareness of self and others (9.2)
1 Perception	Represent a diversity of perspectives and identities in authentic ways (1.3)

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

An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.	• I can participate in conversations and discussions using information I learned about

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	I can discuss how communities have changed over time. I can discuss the difference between needs and wants.	I can cite examples of how communities have changed. I can give 2-3 examples of a need vs. a want.	Communities Video
3	I can identify how my community fits into a global community. I can move the images to show how Bristol fits into a global society.	I can organize where town, state, country and continent fit. I can zoom in and out of Bristol.	Global community activity
4	I can identify how the place you live in impacts your choice of clothing.	I can map different places	Epic text Kids Around the World
5-6	I can compare communities that are similar and different to mine.	I can read and discuss how Bristol is similar and different to other communities.	Capstone text: Rural Homes Houses Around the World Homes that Move
7	I can learn about different places and homes around the world.	I can read and discuss different places and homes around the world.	Epic text: Places Around the World Homes Around the World
8-9	I can compare communities that are similar and different to mine.	I can read and discuss how Bristol is similar and different to other communities.	Kids Discover Text: Where We Live Activity: Where would you like to live?
10-11	I can describe many parts of our Bristol Community.	I can make a Bristol class book.	Bristol Community photographs (Historical Society)
12-13	I can explain how life was different in the past.	I can compare and contrast the past and present. I can compare landmarks	Happy Birthday video example or memory

		around Bristol: Main Street Lake Compounce Page Park	Bristol Community photographs (Historical Society)
14-16	I can explore how a community takes informed actions.	I can explore BAIMS past and present. I can determine why BAIMS was a need. I can analyze a timeline.	Photographs of BAIMS

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise) . Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	**Content Area:**	**Grade Level:**	**Credit (if applicable)**
Grade K Social Studies	Social Studies	Kindergarten	N/A

Course Description:

In Kindergarten, students learn about roles and responsibilities in a community. Students explore communities in the past and present, familiar places, and the roles of individuals and groups using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about a community.

Additionally, many communities have common places that are important to the people who live and work there. The people, places, features, and elements of each community are what make it unique. In this course, kindergarteners will explore geography and economics in the context of their local community. Students will distinguish between land and water features on maps, create simple maps of familiar places, learn where goods and services that exist in their community come from, and describe the places connected to their lives using various representations.

Aligned Core Resources:	**Connection to the *BPS Vision of the Graduate***
Unit 1 Me as a Citizen in my Community Unit 2 Me, My Family, My Community and Geography Unit 3 Me, My Family, My Community and The Past Capstone Grade K Box with aligned books	Communication • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy • Demonstrating understanding of others perspectives and needs • Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving • Collect, assess and analyze relevant information Civic Literacy • Understand the local and global implications of civic decisions • Understand other nations and cultures

	including the use of non-English language
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***
Students will begin their learning about communities, maps, and geography starting in Kindergarten. These are prerequisite skills that will be built upon in upcoming grade levels.	Grade K Social Studies Equity Curriculum Review

Standard Matrix

CT Elementary and Secondary Social Studies Standards

District Learning Expectations and Standards	**Unit 1**	**Unit 2**	**Unit 3**
Dimension 1- Develop Questions and Plan Inquiries			
K.Inq.1.a. Develop questions relevant to self, family, and school community.	X	X	X
Dimension 2- Apply Disciplinary Concepts and Tools			
K.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
Dimension 3- Evaluate Sources and Use Evidence			
K.Inq.3.a. Gather information to answer a question relevant to self, family, and school community.	X	X	X
Dimension 4- Communicate Conclusions and Take Informed Action			
K.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.	X	X	X
K-1. Roles and Responsibilities in a Community			
K.Civ.1.a. Describe the roles and responsibilities of community leaders (e.g., teachers, principals, town managers, business owners, first responders).	X		
K.Civ.2.a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).	X		
K.Civ.3.a. Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws laws).	X		
K.Civ.6.a. Describe how community members work together to accomplish tasks to make their community a better place.	X		
K.Eco.3.a. Describe the skills and knowledge needed to do certain jobs in the community.	X		
K-2. Familiar Places and Communities			

K.Geo.1.a. Distinguish between land and water features on a map.		X	
K.Geo.1.b. Demonstrate spatial awareness by creating maps of familiar places including simple text features (e.g., title, labels, compass rose, key).		X	
K.Geo.2.a. Describe places connected to student's lives using maps, photographs, and other representations.		X	
K.Eco.4.a. Describe where goods and services in the community come from (e.g., community gardens, retail locations, farmer's market, public education, public transportation).		X	
K.Eco.5.a. Identify the prices of commonly purchased items in local stores and restaurants and online markets.		X	
K.Eco.6.a. Describe how people in the community earn income.		X	
K.Eco.9.a. Describe the role of banks in a community.		X	
K-3. Communities Past and Present			
K.His.2.a. Identify similarities and differences between the past and the present (e.g., dress, recreation, schools, traditions, transportation, types of buildings).			X
K.His.9.a. Identify a variety of primary sources to explain how people lived in the past (e.g., artifacts, family stories, newspapers, photographs).			X
K.His.12.a. Generate questions about a particular historical source as it relates to a particular historical event or development in the community (e.g., weather related event, festival or holiday, new building).			X
K.His.10.a. Explain how sources can be used to learn about family and community history.			X

Unit Links

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

Unit 1: Me as a Citizen in my Community

Unit 2: Me, My Family, My Community and Geography

Unit 3: Me, My Family, My Community and the Past

Unit Title:	
Unit 1: Me as a Citizen in my Community	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	**Enduring Understanding(s):**
Students will apply disciplinary concepts to investigate compelling questions such as: What makes a community? Who are the people in my school and town who create rules and make sure people follow the rules? What does a community provide for people who live there? What are the ways that people contribute to our community?	Students will examine the need for rules and consequences at home, at school, and in the community. Students will explore the roles, rights and responsibilities of being a good citizen within a family, school, and community. Students will analyze the roles people play within a family, school, and community
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade K Unit 1 Family Memo	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Content Vocabulary rules / laws / roles Responsibilities / Community / Contributions	Unit 1 Slide deck Capstone Grade K Box of books

Leader	Jobs	

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
CCCS. ELA-Reading Informational Text: Standards 1-10 CCCS. ELA-Writing Standards 1-2 and 7-10 CCCS. ELA-Speaking and Listening Standards 1-6 CCCS. ELA-Language Standards 1-3	Students may have misconceptions of: Difference between needs and wants Laws vs. Rules Roles and Responsibilities of Community Helpers
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Kindergarten having acquired the foundational skills from preschool or Pre-K experiences identified below from the Connecticut Early Learning Development and Standards (birth to 5) Strand A: Early Learning experiences will support children to understand self, family and a diverse community. SS.60.1 Demonstrates an understanding that there are similarities and differences among people and families. SS60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, food, art, customs, modes of transportation and shelter) Strand B: Early Learning experiences will support children to learn about people and the environment. SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom. SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling. SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom, or community (e.g., clearing up, caring for pets)	Students will build upon what they learned in unit 1 and expand on their knowledge of being a citizen in a community through the study of their family and community in unit 2 and the study of the past and present in unit 3. Unit 2: Me, My Family, My Community and Geography Unit 3: Me, My Family, My Community and the Past

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making

	meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.	I can participate in conversations and discussions using information I learned about.

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	I can explain the need and purpose of rules and laws in the school community.	I can participate in a class discussion about our classroom community.	All are Welcome book
2	I can identify needs and wants.	I can contribute my ideas to a class created chart of the needs in a classroom community.	Video What if Everybody did That?
3	I can explain why we need to have rules in our school community.	I can contribute to a class discussion on why certain rules are important.	Read Aloud What if Everybody did That?
4	I can tell the classroom and school rules and why we need to follow them.	I can contribute to a class discussion on why certain rules are important.	Capestone Text: Schools Have Rules
5	I can explain how people work together to make decisions.	I can contribute to a class chart on ways to work together to make decisions.	Video Decisions Can Be Hard
6	I can help make a list of rules/norms for our classroom.	I can contribute to a class created list of 3 to 4 rules for the classroom community.	Capstone Text: What Rules Should We Have In Our Classroom?
7	I can tell the classroom and school rules	I can contribute to a discussion of	Capstone Texts:

	and why we need to follow them.	how our class rules will support our classroom community of learners.	Why Should We Keep Our Classroom Clean? How You Can Be a Good Friend
8	I can discuss and chart out problems and solutions to current classroom routines and procedures.	I can discuss classroom routines and procedures. I can come up with ideas to solve problems in our classroom community.	
9	I can describe the roles and responsibilities of teachers.	I can contribute to a class discussion of a teacher's role in a classroom community.	Capstone text: Teachers
10	I can identify some of the resources my school has.	I can identify and name school helpers who are part of our classroom community.	Capstone Text: Who's Who at School?
11	I can identify how the community provides for people who live there.	I can identify places in my local community.	Image Bank (Bristol Historical Society photographs)
12	I can identify how the community provides for people who live there.	I can contribute to a class created chart of community helpers.	Anchor Chart
13-17	I can describe the roles and responsibilities that people play in my local community.	I can turn and talk with my neighbor to discuss community helpers in my local community.	Capstone Texts: Community Helpers Firefighters Firefighters Help Librarians Help A Day in the Life of an Emergency Medical

			Technician Nurses Help Police Officers Help Show Me Community Helpers
18	I can describe the roles and responsibilities that people play in my local community.	I can match tools with the correct community helper that uses them.	Community Helper Sort
19-20	I can plan to interview a school community helper with my class.	I can contribute to class created questions for a community helper interview.	
21	I can describe the roles and responsibilities that people play in my local community.	I can turn and talk to my partner to discuss what type of community helper I would like to be.	Refer to Community Helper texts and Anchor Charts/Sorts

Unit Title:	
Unit 2: Me, My Family, My Community and Geography	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	**Enduring Understanding(s):**
How can maps and other representations be used to understand our communities? What are some of the ways community members and institutions meet the needs and wants of the community? How do places and people within a community work together for the good of the people living in that community? How does where people live affect how they live?	This unit requires students to learn basic geographic and economic principles that relate to themselves and their immediate communities. Students will examine the purpose and function of maps, explore absolute and relative location, and apply the concepts of directionality, spatial relations, and size. Students will also identify how weather affects individuals and understand how seasonal changes affect daily choices while analyzing how people live differently in other places.

How do we use maps and globes to learn about the world?	
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade K Unit 2 Family Memo	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Academic Vocabulary Distinguish, Question, Conversation Drawings, Labels, Explanations Interviews **Content Vocabulary** Geography, Spatial awareness, Map Features (Land, water, buildings, roads…), Economy, Money Wants, Needs, Goods Services, Price, Banks Income	Unit 2 slide deck Capstone Grade K box
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• CCCS. ELA-Reading: Informational Text:	Students may have misconceptions of:

Standards 1-10 • CCCS. ELA-Writing: Standards, 1-2 and 7-10 • CCCS. ELA-Speaking & Listening Standards 1-6 • CCCS. ELA-Language Standards: 1-3	Needs vs. Wants Value of Money Map knowledge
Connections to Prior Units:	**Connections to Future Units:**
In unit 1 students learned about rules and laws and being a citizen in their community. This unit will build upon this understanding.	Students will build upon what they learned in unit 1 and expand on their knowledge of being a citizen in a community through the study of their family and community in unit 2 and the study of the past and present in unit 3.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.	I can participate in conversations and discussions using information I learned about.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can understand what a map is and what maps tell us.	I can tell my partner what I notice and wonder about maps.	Notice and Wonder slide

2	I can understand what a map is and what maps tell us. I can identify which map I need to use to help me.	I can recognize what different types of maps are used for.	Capstone Text: Maps Can Tell Us Things
3	I can notice the difference between land and water features on a map.	I can follow teacher directions to identify different places on a map.	Map What is a Map video
4	I can notice the difference between land and water features on a map.	I can follow directions to create my own landform map.	Map skills video
5	I can demonstrate spatial awareness by creating maps of familiar places.	I can draw a map of my bedroom. I can label my drawing.	
6	I can notice similarities and differences between myself and others.	I can discuss similarities and differences between myself and other children with my partner.	Schools Around the World photographs
7	I can notice similarities and differences in different places.	I can participate in a class discussion about the similarities and differences between where different people and animals live.	Capstone Text: Places to Go
8	I can notice similarities and differences in different places.	I can participate in a class discussion about the similarities and differences between different types of homes.	Capstone Text: Houses Around the World Where We Live
9	I can identify the wants and needs of Pigeon in the story.	I can add my ideas to a class created chart about needs and wants of going to school.	The Pigeon Has to go to School text

10	I can name the goods in the classroom that are essential to all students' needs.	I can add my ideas to a class created chart about things that we need in the classroom.	Capstone Text: Things I Want vs.Things I Need
11	I can name the goods or services in the community that are essential to all citizens' needs.	I can sort items that are needs in a community from items that are wants in a community.	Goods or Services Text
12	I can identify what money is and how to save it in a bank.	I can draw pictures of how I will spend, save and share my money. I can label my picture.	
13	I can describe how people in the community earn income.	I can add my ideas to a class graphic organizer about how people earn money.	Capstone Text Making Money
14	I can identify the prices of commonly purchased items in local stores by reviewing advertisements.	I can find items that are needs for our classroom from an advertisement.	Ready for School Text
15-19	I can work collaboratively to build a community.	I can add my ideas to a classroom chart of community resources and goods. I can create a resource to be added to our classroom community. I can help build a classroom community. I can help build a map key for our classroom community.	Weather video

Unit Title:

Unit 3: Me, My Family, My Community and the Past

Relevant Standards:

See above

Essential Question(s):	**Enduring Understanding(s):**
How does the past differ from the present? How do our communities and the people who live in them change over time? How can historical sources be used to learn about the way people lived in the past?	This unit requires that students learn specifically about how life is the same and different between the past and present, using historical sources to learn about how people lived in the past with a focus on family and community. The required understandings for this unit include the ways people lived in the past differ from the ways people live today, including the way people dress, types of recreation, school, traditions, different types of transportation, and types of buildings. Students will investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates).
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Grade K Unit 3 Family Memo	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Academic Vocabulary Explain | Generate | Identify | Similarities | Differences	Capstone Grade K box

Content Vocabulary

Past	Present	Primary sources

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• CCCS. ELA-Reading: Informational Text: Standards 1-10 • CCCS. ELA-Writing: Standards, 1-2 and 7-10 • CCCS. ELA-Speaking & Listening Standards 1-6 • CCCS. ELA-Language Standards: 1-3	Students may have misconceptions of: past vs. present
Connections to Prior Units:	**Connections to Future Units:**
Students will enter kindergarten having developed the foundational skills identified for 4- to 5-year-olds listed below from the experiences listed below from the Connecticut Early Learning Development and Standards (birth to 5): Strand D: Early Learning experiences will support children to understand change over time: SS.60.10 Demonstrates a beginning understanding of past, present, and future as it relates to oneself, family, and community. SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing, or playing, about expanding topics such as their own growth and family history.	Students will build upon what they learned in unit 1 and expand on their knowledge of being a citizen in a community through the study of their family and community in unit 2 and the study of the past and present in unit 3.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)
Supporting Multilingual/English Learners	

Related *CELP standards:*		**Learning Targets:**	
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.		I can participate in conversations and discussions using information I learned about.	
Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	I can identify similarities and differences between old objects and new objects.	I can discuss whether an object is old or new. I can sort an object into the categories of old or new.	Capstone Text Old and New
2	I can identify similarities and differences between the past and the present using primary sources.	I can discuss how Bristol has changed by looking at old and new pictures of the same place.	Bristol Historical Society images
3	I can identify similarities and differences between the past and the present by completing a Venn diagram.	I can add to a class Venn diagram to show how the past and present are the same and how they are different.	Capstone text: The Old Days and Now
4	I can draw and label a past and present picture to demonstrate what I learned.	I can draw something from the past and something from the present. I can label my drawings.	Past and Present Template
5	I can explain how needs and wants change over time.	I can discuss how our need for ice has changed from the past.	Capstone text: Ice Harvest
6	I can ask and answer questions about the past.	I can ask and answer questions about the past with my partner.	Video Long Ago & Now

7	I can identify how families are the same and different from the past and now.	I can discuss with my partner how families are the same and different in the past and present.	Geodes text Read aloud Build a Log Cabin
8	I can draw and label a past and present picture to demonstrate what I learned.	I can draw a picture of families in the past and present. I can label my picture.	Past and Present Template
9	I can identify how families are the same and different from the past and now.	I can discuss with my partner how families are the same and different in the past and present.	Flyleaf & Geode Texts: Bath Night and Scamp Gets a Bath.
10	I can explain how sources can be used to learn about the history of my family or community by participating in a small group discussion.	I can draw a picture of families in the past and present. I can label my picture.	Past and Present template
11	I can explain how sources can be used to learn about the history of my family or community by participating in a small group discussion.	I can ask and answer questions about a story. I can add my ideas to a list of Ben Franklin's inventions.	Geode Text: Lightning Ben
12	I can explain how sources can be used to learn about the history of my family or community by participating in a small group discussion.	I can ask and answer questions about a story. I can add my ideas to a list of Ben Franklin's inventions.	Video Now and Ben
13-16	I can discuss what I learned about the history of my community. I can use learned information to form an opinion.	I can discuss my opinion if I would like to live in the past or the present. I can draw a picture to show if I would like to live in the past or the present. I can label my picture.	Writing template

Course Name (BOE Approved Date)

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise) . Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	**Content Area:**	**Grade Level:**	**Credit (if applicable)**
Grade 5 Social Studies	Social Studies	Grade 5	N/A

Course Description:

- Grade 5 students will engage in the study of events early in United States history from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives.

Aligned Core Resources:	**Connection to the *BPS Vision of the Graduate***
Unit 1 Settlement of the Colonies & Relations With Indigenous Peoples • The Encounter by Jane Yolen • Christopher Columbus New World Explorer or Fortune Hunter by • New England Native American Groups by National Geographic Education (online) • Native People of the American Northeast by Cynthia O'Brien andJamie Kiffel-Alcheh (online) • Unit 1 slide deck Unit 2 French and Indian War & The American Revolution • Colonial America- Thirteen Colonies (website) • Establishing the American Colonies (Epic) • Unit 2 Slide deck Unit 3 The United States Constitution and Civic Participation • The United States Constitution Reader- Teacher • The United States Constitution Reader- Kids • Unit 3 Slide deck	Communication • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy • Demonstrating understanding of others perspectives and needs • Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving • Collect, assess and analyze relevant information Civic Literacy • Understand the local and global implications of civic decisions • Understand other nations and cultures including the use of non-English language
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***

What were the economic, political, and social impacts of colonization in the Americas? How did the American Revolution shape the national identity of the United States? Students will build their understanding through: 1. Migration and Settlement 2. French and Indian War & The American Revolution 3. The United States Constitution and Civic Participation	Grade 5 Social Studies Equity Curriculum Review

Standard Matrix

CT Elementary and Secondary Social Studies Standards

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
5.Inq.1.a. Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States History.	x	x	x
5.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about United States history	x	x	x
5.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	x	x	x
Dimension 2- Apply Disciplinary Concepts and Tools			
5.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content..	x	x	x
Dimension 3- Evaluate Sources and Use Evidence			
5.Inq.3.a. Gather relevant evidence from multiple sources about a person, event, or issue in United States History while using the origin, structure, and context to guide selection.	x	x	x
5.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.	x	x	x
5.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to early United States history.	x	x	x
Dimension 4- Communicate Conclusions and Take Informed Action			
5.Inq.4.a. Construct arguments using claims and evidence from multiple sources about United States history.	x	x	x
5.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	x	x	x

5.Inq.4.c. Critique arguments and explanations.	x	x	x
5.Inq.4.d. Present a summary of arguments and explanations about early United States History using print, oral, and digital technologies	x	x	x
5.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history.	x	x	x
5.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.	x	x	x
5-1. Migration and Settlement			
5.His.14.a. Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America	x	x	
5.Geo.8.a. Describe the connection between natural resources and human settlement patterns	x	x	
5.His.14.b. Describe the causes and effects of European exploration and settlement of the Americas	x	x	
4.Geo.3.a. Use state and regional maps to describe cultural and environmental characteristics of regions	x	x	
5.His.5.a. Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration	x	x	
5.Geo.4.a. Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (	x	x	
5.Civ.6.a. Describe gender roles within and among Black, Indigenous, and European communities in early United States History.	x	x	
5-2. The Colonial Era			
5.Geo.2.a. Use maps to explain the relationship between the location of the New England, Middle, and Southern colonies, and the environmental characteristics of each region	x		
5.Eco.5.a. Describe the role of money and currency in trade during the Colonial Era	x		
5.Eco.14.a. Explain how the desire for global power and influence led to the exploitation of colonies	x	x	
5.His.9.a. Summarize how the Fundamental Orders of Connecticut represented new ideas about government	x	x	
5.Eco.3.a. Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions	x	x	
5.Eco.4.a. Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies	x	x	

5.His.14.d. Explain Connecticut's connection to the transatlantic slave trade (e.g., New London's deep water ports, Wethersfield-constructed ship The Tryall).	x	x	
5.Civ.4.a. Compare how political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era	x	x	
5.His.16.a. Use evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era	x	x	
5.Civ.8.a. Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies.	x	x	
5-3. The American Revolution			
5.His.1.a. Employ chronological thinking to create timelines comparing the events that led to the American Revolution (e.g., Seven Years War, Parliamentary acts of taxation, Boston Tea Party, Boston Massacre, Declaration of Independence).		x	
5.Eco.1.a. Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property).		x	
5.His.4.a. Explain how political and economic beliefs shaped the perspectives held by Patriots and Loyalists leading to the American Revolution (e.g., individual rights, liberties, representation, sovereignty, trade and taxation).		x	
5.His.4.b. Explain why members of the Northeastern Woodland Native American tribes and Black communities held conflicting views regarding support for the American Revolution.		x	
5.His.6.a. Describe how people's perspectives of the American Revolution are documented in historical records while noting representation of marginalized voices (e.g., journals, letters, newspaper articles, pamphlets).		x	
5.His.10.a. Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias).		x	
5.His.14.e. Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge).		x	
5.His.16.b. Use evidence to develop a claim about the role of Connecticut in the American Revolution (e.g., Provision State, privateers, Tory and Patriot sentiments).		x	
5.His.16.c. Develop a claim about significant people, places or events in Connecticut during the American Revolution		x	
5.Eco.15.a. Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause).		x	
5-4. The United States Constitution and Civic Participation			
5.Civ.3.a. Examine the origins and purpose of key provisions of the United States			x

Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism).			
5.Civ.4.b. Explain how rules were established at the end of the American Revolution by identifying laws that promoted and limited personal liberties (e.g., citizenship, property, suffrage).		x	x
5.Civ.5.a. Explain the role of the Constitution in establishing a system of government in the United States			x
5.Civ.10.a. Identify how the political beliefs are represented in the Preamble of the United States Constitution.			x
5.Civ.14.a. Illustrate how individuals and groups in the Revolutionary Era and today have and can effect change (e.g., school, community, and state issues).			x
5.Civ.10.b. Identify the contributing factors that underlie multiple and varied points of view about school, community, and civic issues.			x

Unit Links

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

Unit Title:

Unit 1: Settlement of the Colonies & Relations With Indigenous Peoples

Relevant Standards:

See above

Essential Question(s):	**Enduring Understanding(s):**
• How did the movement of people contribute to the social and political developments during this period? • How did the exploration of Europeans impact historical developments during this era?	This unit requires students and teachers to develop an understanding of settlement and migration. The required understandings for this unit include: • People migrate and settle where there is greater access to natural resources and favorable geographic features. • Early interactions with colonists and indigenous peoples varied by context and place. • The transatlantic slave trade emerged as a result of European exploration and settlement patterns. • Migration, exploration, and settlement created instances of conflict within and across groups. • As a result of the movement of people, goods and ideas cultural diffusion took place.
Demonstration of Learning:	**Pacing for Unit**
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions	6 weeks
Family Overview (link below)	**Integration of Technology:**
Family Overview- Grade 5 Unit 1	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Academic Vocabulary archaeology, authority, belief	• The Encounter by Jane Yolen • Christopher Columbus New World Explorer or Fortune Hunter by • New England Native American Groups by

bias	cause	claim
compelling	effect	evidence
formation	exploitation	governance
motive	pattern	perspective
sequence	supporting	

Content Vocabulary

African	Agriculture	Atlantic World
Caribbean	Culture	Cultural Norms
Enslavement	Europe	Exploration
Gender	Indigenous	Migration
Natural Resources	North America	Open Field System
Pacific World	Rice cultivation	Settlement
South America	Sovereignty	Technology
Tribal Nation	Three Sisters	West Africa

- National Geographic Education (online)
- Native People of the American Northeast by Cynthia O'Brien andJamie Kiffel-Alcheh (online)
- Explore Colonial America! By Verna Fisher (EPIC)
- The Wampanoag Side of the First Thanksgiving Story by Michelle Tirado (article)
- 1607-1776 Colonial Period (Scholastic)
- The Thirteen Colonies by LaFountaine of Knowledge 2021
- The Colonies under British Rule
- Colonies in Connecticut in the 1640s by National Geographic Education (online)
- Establishing the American Colonies by Tyler Omoth
- Breakdown: Why the Pilgrims voyage to America wasn't and easy one by Erin Thomas (Article)
- First Contact with Europeans by Stephen Currie (CommonLit)
- Early History- Connecticut's Official State Website
- The Mashantucket Pequot Museum & Research Center Virtual Tour (YouTube)
- Mohegan Moments (Mohegan Tribe Website)
- Colonial Governments - Exploring Our Nation on the Learning Videos Channel by Harmony Square (YouTube)
- 13 Colonies, Colonial Government and Politics for Kids by Mr. Donn

Opportunities for Interdisciplinary Connections:

- CCSS.ELA-Reading: Informational Texts: Standards 1-10
- CCSS.ELA-Writing: Standards 1-2, 7-10
- CCSS.ELA-Speaking and Listening: Standards 1-6
- CCSS.ELA-Language: Standards 1-3, 7

Anticipated misconceptions:

Students may have misconceptions of:

- Where and what Christopher Columbus explored.
- How the Indigenous People felt about Christopher Columbus.

Connections to Prior Units:

Students will enter Grade 5 having explored these course questions in their Grade 4 coursework:
-How do people depend on and shape their environment?
-What influences the movement of people, goods, and ideas in the United States?

Under Dimension 2, Grade 5 students will have engaged in learning (from Grade 4) to build on the following Grade 5 standards:

- 4.Geo.8.a, which is a precursor to 5. Geo.5. a.

Connections to Future Units:

As Grade five students continue to engage in Social Studies content throughout the year, the work they do in Unit 1 will inform their work in the following units: The Colonial Era, The American Revolution, and The United States Constitution and Civic Participation. Grade five students will apply the knowledge and skills they built in this unit, to deepen their knowledge when they engage in learning about key settlements in North America to determine their economic and political characteristics, and to apply this combined knowledge to determine pivotal events that led to the American Revolution Unit.

• 4.His.5. a., which is a precursor to 5. His.5. a.	Under Dimension 2, Grade 5 students will have engaged in learning to build on the following future standards in 6 and 7 standards: • 5.Geo.4.a, which is a precursor to 6. Geo.4.a • 5.Geo.8.a, which is a precursor to 7. Geo.8. a.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can conduct short research projects to answer a question. I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary. I can discuss early history.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can gain and create my own perspective of the exploration of Christopher Columbus.	I watched and discussed the video on Columbus and the Taino People. I can analyze the different perspectives of Christopher Columbus and the Taino People.	Video Unit 1 Lesson 1/2 Task
2	I can gain and create my own perspective of the indigenous Taino people.	I read and discussed the text The Encounter by Jane Yolen. I can analyze the different perspectives	The Encounter by Jane Yolen

		of Christopher Columbus and the Taino People.	Unit 1 Lesson 1/2 Task
3	I can gain and create my own perspective on Christopher Columbus.	I read and discussed Chapter 1 and 2 in, "Christopher Columbus: New World Explorer or Fortune Hunter?" I asked and answered questions about the chapters. I used evidence from the chapter to explain my thinking.	Christopher Columbus: New World Explorer or Fortune Hunter?
4	I can gain and create my own perspective on Christopher Columbus.	I read and discussed Chapter 3, 5, and 5 in, "Christopher Columbus: New World Explorer or Fortune Hunter?" I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	Capstone Text: Christopher Columbus: New World Explorer or Fortune Hunter?
5	I can ask and answer questions about the Indigenous groups that lived in the New England area.	I read and discussed the article "New England Native American Groups." I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	New England Native American Groups Unit 1 Lesson 5 Task
6	I can ask and answer questions about the Indigenous groups that lived in the New England area.	I read and discussed the article "Native People of the American Northeast." I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	Native People of the American Northeast
7	I can explain how and why the different colonies were established.	I read and discussed the three resources. I asked and answered questions about the three resources. I used evidence from the resources to	Explore Colonial America The Wampanoag Side of the

		explain my thinking.	First Thanksgiving Story (article) Let's Explore Colonial America!
8	I can identify why people wanted to leave Europe to colonize in the Americas.	I read and discussed the article "Dear American." I asked and answered questions about the article. I used evidence from the article to explain my thinking.	Dear American (Article) Unit 1 Lesson 8 Task
9	I can explain how and why the different colonies were established.	I read and discussed the article "Colonies in Connecticut in 1640s." I asked and answered questions about the article. I used evidence from the article to explain my thinking.	Colonies in Connecticut in 1640s (Website)
10-11	I can explain the initial development and settlement of the colonies.	I read and discussed Chapter 1 within Establishing the American Colonies. I asked and answered questions about the chapter. I can create a journal entry replicating that time period.	Establishing the American Colonies by Tyler Omoth Unit 1 Lesson 10-11 Task
12	I can explain the initial development and settlement of the colonies.	I viewed and discussed the video "Breakdown: Why the Pilgrims voyage to America wasn't an easy one." I read and discussed Chapter 2 within Establishing the American Colonies. I asked and answered questions about the chapter/video.	Breakdown: Why the Pilgrims voyage to America wasn't an easy one (video and article) Establishing the American Colonies by Tyler Omoth

13	I can ask and answer questions about how colonization affected the Indigenous peoples of the Northeast.	I read and discussed the article “The Wampanoag Side of the First Thanksgiving Story.” I asked and answered questions about the article. I used evidence from the article to explain my thinking.	The Wampanoag Side of the First Thanksgiving Story (article) Unit 1 Lesson 13 Task
14	I can ask and answer questions about how colonization affected the Indigenous peoples of the Northeast.	I read and discussed the article “First Contact with Europeans.” I asked and answered questions about the article. I used evidence from the article to explain my thinking.	First Contact with Europeans (Article) Unit 1 Lesson 14 Task
15-16	I can explain how the colonies expanded to begin contributing to the American identity.	I read about each of the 13 colonies. I completed the 13 colonies scavenger hunt.	Establishing the American Colonies by Tyler Omoth Video Video
17	I can identify ways in which the colony of Connecticut was different from the other colonies.	I read and discussed the article “Early History.” I asked and answered questions about the text. I used evidence from the text to explain my thinking.	Early History (article)
18	I can identify the different governmental structures in the colonies.	I read and discussed the article “13 Colonies, Colonial Government and Politics.” I took notes that show the difference	Video 13 Colonies , Colonial Government and Politics (article)

		between the governments, I created a visual that shows the difference between the structure of government.	Unit 1 Lesson 14 Task
19	I can explain how the colonies united to fight against the injustices of the British.	I read and discussed Chapter 4 within Establishing the American Colonies. I asked and answered questions about the text. I used evidence from the text to explain my thinking.	Establishing the American Colonies by Tyler Omoth
20-25	I can gather information about a colony region. I can work collaboratively with my group to present our learning about a colony region.	I gathered information about my colony region. I worked with my group to present our learning about our colony region. I worked collaboratively with my group.	

Unit Title:	
Unit 2: French and Indian War & The American Revolution	
Relevant Standards:	
See above	
Essential Question(s):	**Enduring Understanding(s):**
• Was the American Revolution inevitable? • In what ways did the American Revolution shape the national identity of the United States?	This unit requires students and teachers to develop and understand the American Revolution. The required understandings for this unit include: • There are many factors and causes that create

<table>
<tr><td></td><td>major historical events such as the American Revolution.
• Individuals' perspectives on which side to align with in any conflict may be dependent on various factors and are not universal to demographic groups.
• Historical records provide a window into a time period but do not always include various perspectives due to the context of the time the record was created.
• Individual and group actions that occurred during the American Revolution illustrated the spirit of democracy that continues to shape the national identity of the United States.</td></tr>
<tr><td>Demonstration of Learning:</td><td>Pacing for Unit</td></tr>
<tr><td>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):

• Development of questions
• Planning inquiries
• Evaluate sources
• Use Evidence
• Communicate conclusions</td><td>6 weeks</td></tr>
<tr><td>Family Overview (link below)</td><td>Integration of Technology:</td></tr>
<tr><td>Family Overview- Grade 5 Unit 2</td><td>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</td></tr>
<tr><td>Unit-specific Vocabulary:</td><td>Aligned Unit Materials, Resources, and Technology (beyond core resources):</td></tr>
<tr><td>Academic Vocabulary
<table><tr><td>Primary source</td><td>Secondary source</td><td>Propaganda</td></tr><tr><td>Cause and Effect</td><td>Questioning</td><td>Argument</td></tr><tr><td>Explanation</td><td>Point of View</td><td></td></tr></table>Content Vocabulary
<table><tr><td>Taxes</td><td>Tariff</td><td>Parliament</td></tr></table></td><td>• Colonial America- Thirteen Colonies (website)
• Establishing the American Colonies (Epic)
• French and Indian War Video (YouTube)
• The Boston Massacre Video (YouTube)
• The Boston Tea Party Video (YouTube)
• Battle of Lexington and Concord Video (YouTube)
• Battles of Lexington and Concord
• Battles of Lexington and Concord
• Paul Revere
• Minutemen
• Battles of Lexington and Concord
• Significant Battles of the American Revolution (Epic)
• The Declaration of Independence by Mary Meinkin</td></tr>
</table>

Stamp Act	Townshend Act	Intolerable Act
Sons of Liberty	Daughters of Liberty	Boston Massacre
Committee of Correspondence	Tea Act	Boston Tea Party
First & Second Continental Congress	Militia	Minutemen
Taxes	Tariff	Parliament
Stamp Act	Townshend Act	Intolerable Act
Tribal Nation	Three Sisters	West Africa
Patriot	Loyalist	American Revolution
Battle of Lexington and Concord	Battle of Bunker Hill	Continental Army
Olive Branch Petition	Declaration of Independence	Traitor
Mercenary	Battle of Trenton	Battle of Saratoga
Valley Forge	Siege of Yorktown	Democracy
Republic	Treaty of Paris	

- The Declaration of Independence Video (YouTube)
- American Revolution:- Patriots and Loyalists (Website)
- Read Along with the Constitution's Preamble Video (YouTube)

Opportunities for Interdisciplinary Connections:

- CCSS.ELA-Reading: Informational Texts: Standards 1-10
- CCSS.ELA-Writing: Standards 1-2, 7-10
- CCSS.ELA-Speaking and Listening: Standards 1-6
- CCSS.ELA-Language: Standards 1-3, 7

Anticipated misconceptions:

Students may have misconceptions of:

- Where and what Christopher Columbus explored.
- How the Indigenous People felt about Christopher Columbus.

Connections to Prior Units:

Students will enter Grade 5 having explored these course questions in their Grade 4 coursework:

- How do people depend on and shape their environment?
- What influences the movement of people,

Connections to Future Units:

As grade five students continue to engage in Social Studies content throughout the year, the work that they do in Unit 2 will inform their work in the following units: The United States Constitution and Civic Participation. This unit will enable students to learn the importance of

goods, and ideas in the United States? Under Dimension 2, Grade 5 students will have engaged in learning (from Grade 4) to build on the following Grade 5 standards: • 4.Geo.8.a, which is a precursor to 5. Geo.5. a. • 4.His.5. a., which is a precursor to 5. His.5. a.	using multiple sources while examining them critically. The developed understanding of the beliefs surrounding the founding of the United States and what the colonists endured in their quest for freedom will be invaluable for students to apply their understanding about the context behind the development of the United States Constitution. Under Dimension 2, Grade 5 students will have engaged in learning to build on the following future standards in grade 6 and 7. • 5.Eco.1. a., which is a precursor to 6. Eco.1. a. • 5.Eco.1. a., which is a precursor to 6. Eco.15. a. • 5.His.6. a., which is a precursor to 7. His.6. a • 4.a • 5.Geo.8.a, which is a precursor to 7. Geo.8. a.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3 Building Knowledge	• Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2 • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	• Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	• Represent a diversity of perspectives and identities in authentic ways (1.3)
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can conduct short research projects to answer a question. I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary. I can discuss the American Revolution.

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

1	I can review how and why the 13 colonies were developed.	I read and discussed the text, “The Thirteen Colonies”. I asked and answered questions about the text. I used evidence from the text to explain my thinking.	The Thirteen Colonies
2	I can understand what led to the French and Indian War. I can identify what caused the colonists to come together.	I read and discussed chapter 4 of the text, Establishing the American Colonies. I asked and answered questions about the text. I used evidence from the text to explain my thinking.	Establishing the American Colonies
3	I can understand what led to the French and Indian War.	I can create a chart or visual that shows the conflicts that were occuring at the start of the French and Indian War.	
4	I can understand the major events of the French and Indian War. I can understand what caused the war to come to an end.	I can express the major events that happened within the French and Indian War. I can express how the war ended and why.	Video Note Catcher Lesson Task
5	I can understand why and how the British attempted to cover their debts.	I can express how and why the British attempted to cover their debts. I can collaboratively work with my peers.	Taxation without Representation Activity
6	I can understand why and how the British attempted to cover their debts.	I can express how and why the British attempted to cover their debts. I can collaboratively work with my peers. I can create a poster that shows the meaning of either The Stamp Act, The Sugar Act, or The	The Sugar Act (article) The Stamp Act (article) The Townshend Act (article)

		Townshend Act.	
7	I can explain the actions the colonists took towards Britain's control.	I can explain how the colonists acted during the Boston Massacre. I expressed what each side would have said on March 5, 1770.	The Boston Massacre Video Boston Massacre (article) Lesson Task
8	I can explain the impact the Colonists' actions had on Britain's control.	I explained why the colonists were a part of the Boston Tea Party. I collaborated with my classmates to express our understanding of the Boston Tea Party through a readers theatre.	The Boston Tea Party Video Boston Tea Party Readers Theatre
9	I can explain the role of the Continental Congress during the Revolutionary War.	I can notice the similarities and differences between the 1st and 2nd Continental Congress. I discussed how the two meetings were alike and different.	Lesson Task
10	I can learn about major battles that took place during the Revolutionary War.	I crafted notes about the Battle of Lexington and Concord. I summarized my notes about the battle for a battle report.	Battle of Lexington and Concord Video
11	I can learn about major battles that took place during the Revolutionary War.	I read and took notes on the battles.	Battle Note Catcher
12-14	I can learn about major battles that took place during the Revolutionary War and write a battle summary for a newspaper.	Our group read and took notes about our battle. I shared the information about the battle my group researched with another group.	Battle Note Catcher

15	I can synthesize why the Declaration of Independence was written and how it impacted the lives of the colonists.	I read chapter 2 of The Declaration of Independence. I explored the 3 grievances and determined the most supportive of the cause.	The Declaration of Independence
16	I can synthesize why the Declaration of Independence was written and how it impacted the lives of the colonists.	I read chapter 3 and 4 of The Declaration of Independence. I brainstormed a list of ideas that I would like to add to the Declaration of Independence.	The Declaration of Independence
17	I can analyze the perspectives of the Patriots and Loyalists.	I understand the perspectives of the patriots and loyalists duringThe Revolutionary War.	Duckster Website The Declaration of Independence American Revolution (article)
18	I can analyze the language and meaning used in the Preamble to the Constitution.	I understand why it was important to create the Constitution.	Read Along with the Constitutions' Preamble The Preamble Task
19	I can understand the perspective of the Indigenous People during the American Revolution.	I read my source on Indigenous People with my group. My group took notes on our vertical surface that mirror the note catcher.	Note Catcher "The Native Americans War" from Epic
20	I can understand the perspective of the Indigenous People during the American Revolution.	I wrote a journal entry depicting the perspective of an Indigenous person.	Perspective Sources

21-22	I can research the perspective others had during the American Revolution.	I researched the perspective of others during the American Revolution. I have taken notes on these perspectives.	Note Catcher
23	I can craft a diary entry that shows the perspective of others.	I wrote a diary entry from the perspective of the person I researched.	
24-28	I can synthesize my learning to develop a newspaper to teach others.	I designed a newspaper that highlights several important aspects of the American Revolution.	Doc
Culminating Project	I can clearly communicate my learning by presenting my project.	I presented my learning clearly to my peers.	

Unit Title:	
Unit 3: The United States Constitution and Civic Participation	
Relevant Standards: Bold indicates priority	
See Above	
Essential Question(s):	Enduring Understanding(s):
• Explore how the Constitution affected the relationship between England and the • What are the key principles of the Declaration of Independence and of the Constitution of the United States and which of the principles • What are the key principles of the Declaration of Independence and of the Constitution of the United States and which of the principles • How is the Constitution still evident in the US today?	This unit requires students and teachers to develop and understand the United State Constitution & Civic Participation including the reason the Constitution was created and the components. Students will also understand how the Constitution affected the relationship between England and the colonies. Students will also learn about the Declaration of Independence and how the Constitution is still evident in the United States today.
Demonstration of Learning:	Pacing for Unit

<table>
<tr><td>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):

• Development of questions
• Planning inquiries
• Evaluate sources
• Use Evidence
• Communicate conclusions</td><td>6 weeks</td></tr>
<tr><td>Family Overview (link below)</td><td>Integration of Technology:</td></tr>
<tr><td>Family Overview - Grade 5 Unit 3</td><td>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning

Unit 3 Slide Deck</td></tr>
<tr><td>Unit-specific Vocabulary:</td><td>Aligned Unit Materials, Resources, and Technology (beyond core resources):</td></tr>
<tr><td>Academic Vocabulary

<table><tr><td>Analyze</td><td>Claim</td><td>Compare</td></tr><tr><td>Evidence</td><td>Describe</td><td>Desire</td></tr><tr><td>Explain</td><td>Freedom</td><td>Government</td></tr><tr><td>Identity</td><td>Influence</td><td>Labor</td></tr><tr><td>Map</td><td>Principle</td><td>Rejection</td></tr><tr><td>Resources</td><td>Resistance</td><td>Services</td></tr><tr><td>Summarize</td><td>Tools</td><td>Weaving</td></tr></table>
Content Vocabulary

<table><tr><td>Government</td><td>Self-Rule</td><td>Consent</td></tr><tr><td>Deliberate</td><td>Declaration of Independence</td><td>Constitution</td></tr><tr><td>assemble</td><td>Trial by jury</td><td>republic</td></tr><tr><td>provision</td><td>Conscience</td><td>treaty</td></tr><tr><td>Ordinance</td><td>Politics</td><td>ambassador</td></tr><tr><td>legislative</td><td>executive</td><td>judicial</td></tr></table></td><td>• The United States Constitution Reader- Teacher
• The United States Constitution Reader- Kids
• Timeline Resource
• Kahoot
• Three Branches of Government (Video)
• Constitutional Convention: Federalists v. Anti-Federalists (Video)
• Constitution Facts for Kids | Classroom Social Studies Lesson (Video)
• Classroom Constitution
• Service Learning Project</td></tr>
</table>

compromise	posterity	impeach
Immigration		

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
• CCSS.ELA-Reading: Informational Texts: Standards 1-1 • CCSS.ELA-Writing: Standards 1-2, 7-10 • CCSS.ELA-Speaking and Listening: Standards 1-6 • CCSS.ELA-Speaking and Listening: Standards 1-6	Students may have misconceptions of: • What is in the constitution. • What the branches of government are.
Connections to Prior Units:	**Connections to Future Units:**
Students will enter Grade 5 having explored these course questions in their Grade 4 coursework: -How do people depend on and shape their environment? -What influences the movement of people, goods, and ideas in the United States? Under Dimension 2, Grade 5 students will have engaged in learning (from Grade 4) to build on the following Grade 5 standard: • 4.Civ.14. a., which is a precursor to 5. Civ.14.a	As grade five students continue to engage in Social Studies content throughout the year, the work that they completed in the prior units will inform their work in the current unit. This unit will help students to uncover the civic and democratic principles within our Constitution. In grade 6 and 7 students will be expected to describe how political institutions affect peoples' lives in various regions and contexts. This unit will provide students with the understanding of basic democratic principles and means of civic engagement that emerge throughout world regions. A thorough analysis of the Preamble, Constitution underpinnings as well as the logistics of how the United States federal branches are set up in grade 5 will provide a content bridge to the middle school units and allow students to expand on the analysis of the multiple perspectives within the creation of the Constitution. Under Dimension 2, Grade 5 students will have engaged in learning to build on the following future standards in grade 6 and grade 8. • 5.Civ.14.a, which is a precursor to 6. Civ.14.a • 5.Civ.3.a, which is a precursor to 8. Civ.3.a • 5.Civ.5.a, which is a precursor to 8. Civ.5.a • 5.Civ.10.a, which is a precursor to 8. Civ.10.a • 5.Civ.10.b, which is a precursor to 8. Civ.10.b

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
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	• Maximize transfer and generalization
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Supporting Multilingual/English Learners	
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An EL can conduct research and evaluate and communicate findings to answer questions or solve problems An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can conduct short research projects to answer a question I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary I can discuss the United States Constitution

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	I can explain what self-government means and why it was such a revolutionary idea.	I can identify the main ideas contained in the Declaration of Independence. I can summarize events leading up to the formation of a national government. I can understand the meaning of the following domain-specific vocabulary: self-determination, liberty, right, unalienable, consent, and deliberate.	The United States Constitution Reader Note catcher
3-4	I can explain what self-government is and why it was such a revolutionary idea.	I can identify the main ideas contained in the Declaration of Independence. I can summarize events leading up to the formation of a national government. I can understand the meaning of the following domain-specific vocabulary:	The United States Constitution Reader

		self-determination, liberty, right, unalienable, consent, and deliberate.	
5-7	I can explain what a republic or a republican form of government is.	I can explain the purpose of a constitution and its relationship to other laws. I can explain how the former thirteen colonies formed state governments, and describe the form of those governments. I can compare fundamental ideas and characteristics in early state constitutions. I can understand the meaning of the following domain-specific vocabulary: assemble, term, republic, provision, and conscience; and of the phrase “trial by jury.”	The United States Constitution Reader
8-9	I can explain how the lack of a central government proved to be a problem.	I can summarize the provisions of the Articles of Confederation. I can contrast powers under the Articles of Confederation with powers under state constitutions. I can describe actions taken by the Second Continental Congress. I can understand the meaning of the following domain-specific vocabulary: delegate,confederation, treaty, and alliance.	The United States Constitution Reader
10-11	I can explain why James Madison and Alexander Hamilton thought a stronger central government was needed.	I can summarize and explain the significance of the Northwest Ordinance. I can explain why Alexander Hamilton, James Madison, and George Washington wanted to replace the Articles of Confederation. I can summarize events leading	The United States Constitution Reader Extension Activity

		up to the Constitutional Convention. I can understand the meaning of the following domain-specific vocabulary: ordinance and politics.	
12-13	I can explain what the author meant by “they had come to try to give that young nation a more secure future”.	I can summarize the events at the start of the Constitutional Convention. I can identify significant figures who attended—and did not attend—the Constitutional Convention. I can understand the meaning of the following domain-specific vocabulary: ambassador.	The United States Constitution Reader
14	I can explain the Virginia Plan and why some delegates objected to it.	I can summarize important decisions made at the start of the Constitutional Convention. I can describe the provisions of the Virginia Plan. I can explain responses to the Virginia Plan. I can contrast the Virginia Plan and the New Jersey Plan.	The United States Constitution Reader
15-16	I can explain the main challenges that had to be overcome in order to create a new constitution.	I can describe how a federal system works. I can explain the significance of the separation of powers and checks and balances among three branches of government. I can explain the terms of the Great Compromise and the Three-Fifths Compromise. I can understand the meaning of the following domain-specific vocabulary: federal, legislative, executive, judicial,	The United States Constitution Reader

		and compromise.	
17-18	I can list the steps that were put in place to ratify the constitution.	I can explain the steps in the ratification process. I can explain the significance of the Preamble to the Constitution. I can describe what authority the Constitution gave the federal government. I can understand the meaning of the following domain-specific vocabulary: posterity.	The United States Constitution Reader
19-20	I can explain why it was considered essential to have a Bill of Rights added to the U.S. Constitution.	I can summarize the viewpoints of Federalists and Anti-Federalists. I can explain how the Constitution came to be ratified. I can describe the events that led to passage of the first ten amendments. I can summarize key provisions of the Bill of Rights.	The United States Constitution Reader
21-22	I can explain reasons for the success of the Constitution and its survival for more than two hundred years.	I can describe enduring strengths of the Constitution. I can explain the four guiding principles of the Constitution. I can compare and contrast powers of the federal government and state government under the Constitution. I can understand the meaning of the following domain-specific vocabulary: immigration and impeach.	The United States Constitution Reader
23	I can work with my class to create a Class Constitution.	I can create a classroom constitution that all students agree upon.	

24-30	I can work with my classmates to identify a problem that is facing our school or our community.	I can research, plan and take action on an agreed upon problem facing my school or community.	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Intro to Journalism	**English**	**10th-12th**	**.5**

Course Description:

This course will acquaint students with a variety of journalistic activities including an exploration of the responsibilities, resources, and tools needed to identify newsworthy topics, research different views/angles of a topic, and write or report pieces that are unbiased and ethical. Students will develop critical thinking skills and engage with others who have differing or similar values/beliefs. Students taking this course should be recommended by an English teacher.

Aligned Core Resources:	Connection to the ***BPS Vision of the Graduate***
• None	MEDIA LITERACY • Understand both how and why media messages are constructed, and for what purpose • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media COMMUNICATION • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
• English 1	• Intro to Journalism Equity Audit

Unit Links

Unit 1: Intro to Journalism
Unit 2: Genres of Journalism
Unit 3: Investigative Reporting

Unit 1: Intro to Journalism

Overview

Relevant Standards: Bold indicates priority

- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Overview

In this short, introductory unit, students are introduced to the fundamental purpose, rights, and responsibilities of the journalistic profession. Students consider different means by which journalists determine what is newsworthy, as well as ethical dilemmas that may arise in the profession, first amendment protections for journalists, expectations of objectivity, and differing levels of professionalism that exist in the media landscape.

Essential Question(s):

- What makes a story newsworthy?
- What are the rights and responsibilities of journalists?

Enduring Understanding(s):

- Journalists determine the newsworthiness of a topic by examining specific values: timeliness, impact, proximity, controversy, prominence, currency, and oddity, but different journalists may emphasize some values over others, leading to differing interpretations of what makes a story newsworthy.
- Journalism is a fundamental element of a democratic society. The U.S. Constitution protects the rights of journalists so that the government is held accountable and citizens are informed. With these rights come responsibilities to ensure objectivity and accuracy, limit misinformation to protect the integrity of the news. Journalists are also bound by a professional code of ethics, but the application of the code of ethics is still sometimes open to interpretation.

Demonstration of Learning:	
• Summative assessment includes multiple-choice questions as well as open-ended responses.	
Connections to Prior Units:	**Connections to Future Units:**
•	• In future units, students examine and undertake the work of journalists by reading, researching, and drafting their own articles. As they do so they will draw upon the rights and responsibilities introduced in this unit.
Family Overview (link below)	**Pacing for Unit**
• Journalism U1 Family Overview	• 3 weeks (6 lessons, 1 flex day)
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Supreme Court Case Studies
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Students may have encountered similar supreme court cases, and will have considered First Amendment rights, in Civics and/or Law and Justice	• Students may treat all news (professional, citizen, etc.) equally and may not appreciate the professional standards and rigorous nature of ethical journalism. • Students may take for granted the importance of a free press in a democratic society.
Differentiation through *Universal Design for Learning*	
UDL Indicator • CONSIDERATION 3.1 Connect prior knowledge to new learning	**Teacher Actions:** • Anchor instruction by linking to and activating relevant prior knowledge (e.g. drawing on prior learning involving text structure/organization) • Pre-teach critical prerequisite concepts through demonstration or models • Bridge concepts with relevant analogies and metaphors

	• Make explicit cross-curricular connections (e.g., drawing upon prior examples of First Amendment tensions in Modern American History, such as Schenck v. United States)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.2 An EL can . . .participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
    - Level 1: With prompting and supports, actively listen to others during discussions of ethical dilemmas and respond to simple yes/no questions and some wh- questions
    - Level 2: with prompting and supports, actively listen to others during short discussions of ethical dilemmas and respond to simple questions and wh questions
    - Level 3: with guidance and supports, participate in short discussions of ethical dilemmas by building on the ideas of others, expressing their own ideas, asking/answering questions, and adding relevant information
    - Level 4: participate in discussions of ethical dilemmas, building on the ideas of others, expressing their own ideas clearly, supporting points with specific and relevant evidence, asking/answering questions to clarify ideas and conclusions.
    - Level 5: participate in discussions of ethical dilemmas, building on the ideas of others, expressing his or her own ideas clearly and persuasively, referring to specific and relevant evidence from texts to support his or her ideas, asking/answering questions that probe others' reasoning.

Unit 1: Introduction to Journalism

Lesson Map

Lesson	Topic	Learning Target	Vocabulary	Knowledge
1	What is News?	• I can analyze and compare the newsworthiness of multiple stories by using the eight news values.	Prominent Proximity Magnitude	News News values Newsworthiness
2	Ethics of Journalism	• I can analyze an ethical dilemma using the SPJ Code of Ethics	Ethical Dilemma Morals Integrity	SPJ Code of Ethics
3	First Amendment Cases	• I can explain the rights of journalists protected by the First Amendment and their importance in a democratic society.		First Amendment Freedom of the Press Freedom of Information Prior Restraint Reckless Disregard Scholastic Journalism ***Hazelwood v. Kuhlmeier*** ***New York v. Sullivan*** ***Branzburg v. Hayes*** ***New York Times v. U.S.*** ***Gertz v. Robert Welch***
4	Opinion vs. Facts (Objectivity vs. Editorial)	• I can evaluate the differences between an opinion piece and a news story.	Objective Subjective	Source Bias Credibility Editorial
5	Professional vs Citizen Journalists	• I can compare the rights, responsibilities, and impact of professional journalists, influencers, and ordinary citizens.		Fact Checking Misinformation Disinformation
6	Assessment			
7	Flex			

Unit 2: Genres of Journalism

Overview

Relevant Standards: Bold indicates priority

- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Overview

In this unit, students briefly explore a range of news genres. They read and analyze examples of news stories, feature stories, opinion writing, sports journalism, and entertainment news in order to more deeply understand the unique conventions of each genre as well as the characteristics of quality writing that unite them all. Students also write short drafts of each genre before choosing one of these drafts to develop, polish, and publish in the school newspaper.

Essential Question(s):

- What distinguishes different genres of journalism? How are they similar, and how are they different?

Enduring Understanding(s):	
• Strong journalistic writing is built on a foundation of critical analysis and ethical integrity, combining accurate research, clear organization, and compelling storytelling to engage audiences and provoke thought, regardless of the medium or platform. • Different types of journalism—such as news, feature, opinion, lifestyle, sports, and entertainment—have unique structures, purposes, and audiences. Each type is shaped by its goal: to inform, entertain, persuade, or inspire, and follows specific guidelines and conventions that are often unique to that genre. Understanding these differences helps journalists create content that effectively engages their audience and serves its intended purpose.	
Demonstration of Learning:	
• Single Genre Article for Publication	
Connections to Prior Units:	**Connections to Future Units:**
• After identifying what makes an event newsworthy in the prior unit, students will explore how authors write about newsworthy events in a variety of genres	• Students will have been introduced to an “inverted pyramid” structure writing introductions in middle school • In this unit, students examine and draft a range of shorter new pieces before examining, researching, and drafting a long form piece in the next unit.
Family Overview (link below)	**Pacing for Unit**
• Journalism U2 Family Overview	• 6 weeks (12 lessons, 3 flex days)
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students assume all news is the same, not recognizing that different styles or genres have varying conventions and different purposes. • Students may be especially familiar with certain genres of journalism, having less experience or exposure to others.

Differentiation through *Universal Design for Learning*	

UDL Indicator
• CONSIDERATION 7.2 Optimize relevance, value, and authenticity
	Teacher Actions:
	• Vary the news articles students analyze so that they can be:
	  ○ 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
	• Emphasize that the articles students write are authentic articles written for real audiences, and reflect a purpose that is clear to the participants.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Sample Learning Targets:

- Level 1: With prompting and supports, I can identify a few key people or events from a news story.
- Level 2: With prompting and supports, I can identify the main topic of a news story and retell a few key people or events.
- Level 3: With guidance and supports, I can determine the central idea of a news story and explain how specific examples develop that idea.
- Level 4: I can identify two or more central ideas of a news story and explain how specific examples develop those ideas.
- Level 5: I can identify central ideas in news stories and analyze how structure and style impact readers , using specific examples to support the analysis.

Unit 2: Genres of Journalism

Lesson Map

Lesson	Topic	Learning Target	Vocabulary	Knowledge
1	News Journalism	• I can analyze how the structure and style of news articles serve the author's purpose or engage their readers.	Captivating Emerging Dynamic	Inverted Pyramid Lede Nutgraf Headline Outcome Attribution
2	News Journalism	• I can draft a news story that engages readers through the effective selection, organization, and analysis of content.		Working Draft
3	Feature Journalism	• I can evaluate and analyze the structure and content of a feature profile.	Profile Nuance	Body Text Features
4	Feature Journalism	• I can draft a feature profile that engages readers through the effective selection, organization, and analysis of content.		Angle Chicago Citations Audience Purpose Perspective
5	Opinion Journalism	• I can analyze and evaluate the structure and content of Op-Ed articles.	Impassioned Provocative Contested	Op-Ed Voice Hook Diagnosis Prescription Concession Call-to- action
6	Opinion Journalism	• I can draft an op-ed article that uses valid reasoning and relevant evidence to support a position on an issue that matters to me.		
7	Lifestyle Journalism	• I can analyze the structure and content of lifestyle journalism.	Influence Engaging	Clickbait Algorithm

				Hashtag Infotainment Sponsored Content
8	Sports Journalism	• I can evaluate and analyze the structure and content of sports articles.	Decisive Dominant Promising Pivotal	Sports Journalism Play by Play Press Conference Statistics Highlights
9	Entertainment Journalism	• I can evaluate and analyze the structure and content of entertainment reviews and profiles.	Prominent Notorious Acclaimed	Entertainment Journalism Critic/Critique Synopsis Genre
10	Lifestyle/Sports Entertainment Writing	• I can draft a lifestyle, sports, or entertainment piece that engages readers through the effective selection, organization, and analysis of content.		
11	Feedback/Revising	• I can choose a draft to expand and revise. • I can provide peer feedback focused on structure and content and use feedback to make revisions to my own writing.	Consistent Redundant	Peer Review Constructive Criticism Revise Expand Tone Transition
12	Editing/Polishing	• I can revise, refine, and prepare a polished draft for publication.	Refine	Copyediting Publication
13	Flex	• I can analyze how the choices made by photojournalists serve their purpose and impact their readers.		Composition Lighting Angle Moment Selection Context Preservation Arrangement
14	Flex			
15	Flex			

Unit 3: Investigative Reporting

Overview

Relevant Standards: Bold indicates priority

- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Overview

In the final unit of the course, students turn their attention to long form journalism. After having studied and drafted a variety of short works, students will examine cases where long form investigative reporting had a significant impact on a social issue. They will then engage in an extended investigation of their own, choosing topics, conducting research, gathering data, preparing interviews, and eventually writing a long form piece to be published in the school newspaper.

Essential Question(s):

- What role does journalism play in shaping public opinion and reflecting cultural values?
- What techniques are essential for newsgathering, drafting, revising, and refining journalistic writing?

Enduring Understanding(s):	
• Investigative journalism not only documents events but also shapes societal discourse, acting as a reflective mirror of cultural dynamics and a catalyst for change. Understanding its role demands a grasp of both its power to inform and its responsibility to uphold truth and transparency. • Drafting and revising are iterative processes that enhance the quality of writing and ensure accuracy, clarity, and coherence. Effective feedback, both given and received, is integral to refining journalistic work.	
Demonstration of Learning:	
• Long-Form Article for Publication	
Connections to Prior Units:	**Connections to Future Units:**
• Students will draw upon their learning from Unit 1 by considering the role of investigative journalism in society. • Students will build upon their understanding of the conventions of various genres by applying them to longer form journalism.	•
Family Overview (link below)	**Pacing for Unit**
• Journalism U3 Family Overview	• 8 weeks (17 lessons, 3 flex days)
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may not appreciate the amount of research that goes into investigative reporting, and the amount of research that doesn't make it into a final piece. • Students may think that investigative journalism is primarily about dramatic undercover work or whistleblowing, without appreciating the painstaking nature of document analysis, data compilation, fact checking, and interviewing sources.

Differentiation through *Universal Design for Learning*	
UDL Indicator • CONSIDERATION 6.4 Enhance capacity for monitoring progress	**Teacher Actions:** • Use prompts to guide self-monitoring and reflection along the research and writing process • Use representations of progress (e.g., process portfolios including initial research questions and refined research questions). • Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts. • Use templates that guide self-reflection on quality and completeness (graphic organizer assessing the depth, variety, viewpoint diversity, and relevance of sources). • Use checklists, rubrics, models, and examples.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: With prompting and supports, gather information from a few provided sources, labeling collected information as evidence to support a predetermined idea or claim.
- Level 2: With prompting and supports, gather information from a few provided primary sources, recording some quoted evidence and summarizing findings..
- Level 3: With guidance and supports, gather information from multiple provided primary sources, evaluating the reliability of each source, and paraphrasing key information in a short written or oral report.
- Level 4: Gather and synthesize information from multiple primary sources, evaluating the reliability of each source and integrating information into an organized oral or written argument
- Level 5: Use advanced search terms to gather and synthesize information from multiple primary sources, evaluating the reliability of each source and integrating information into an organized oral or written argument.

Unit 3: Producing a Long-Form Article

Lesson Map

Lesson	Topic	Learning Target	Vocabulary	Knowledge
1	Investigative Journalism	• I can analyze and evaluate the content, structure and impact of investigative journalism	Expose Corroborate	Evidence collection Data review Corroborating info from multiple sources Narrative
2	Investigative Journalism	• I can analyze and evaluate the content, structure and impact of investigative journalism	Expansive Revelatory	
3	Newsgathering-	• I can choose a topic and genre for my long-form article. • I can define preliminary objectives and research questions to investigate further.		Longform
4	Newsgathering-	• I can conduct preliminary research to build my knowledge on my topic using keywords and phrases.		
5	Newsgathering-	• I can narrow or broaden my research based on my understanding of the subject under investigation.		
6	Newsgathering-	• I can identify and prepare to interview people who could become sources for my long form article by creating interview questions and conducting background research.		
7	Newsgathering-	• I can gather both primary and secondary source material that effectively supports my research questions.		
8	Newsgathering-	• I can assess the strengths and limitations of each source in terms of the task, purpose, and audience. • I can identify opportunities to achieve greater depth, variety, viewpoint diversity, and relevance in my sources.		

9	Newsgathering-	• I can gather additional primary and secondary source material to address potential gaps in my research.		
10	Drafting	• I can create an outline that synthesizes and organizes the main ideas and supporting details of my article.	Hierarchy Sequence Flow	Main Idea Supporting Details Topic Sentence Subtopics
11	Drafting	• I can draft the opening paragraphs of my long-form article that engages the reader and communicates the focus of my article.		Lead
12	Drafting	• I can draft body paragraphs that introduce and develop my ideas with clear organization, detailed evidence, and a consistent tone.		
13	Drafting	• I can draft a conclusion to my long-form article that restates my main idea and makes it relevant or impactful for my readers.		
14	Peer Feedback/Revising	• I can provide and receive constructive peer feedback and use it to make revisions to my own writing.		
15	Editing/Polishing	• I can revise, refine, and prepare a draft for publication.		
16	Presenting/Reflecting			
17	Presenting/Reflecting			
18	Flex			
19	Flex			
20	Flex			

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Precalculus ACA	Mathematics	11-12	1.0

Course Description:

This course is the fourth course in the college preparatory mathematics sequence. It is a prerequisite for the analytic geometry and calculus course offered by colleges. Topics studied are algebraic functions, logarithms and exponential functions, trigonometric functions and conics. All topics studied will involve the use of a TI-83+ or TI-84+ graphing calculator. Students enrolled in this class must take the common mid-term and final assessment for Pre-Calculus Academic.

Aligned Core Resources:	Connection to the **BPS Vision of the Graduate**
Precalculus, 7th Edition (2022) by Robert F. Blitzer Published by Pearson	CRITICAL THINKING AND PROBLEM SOLVING • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. • Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations CONTENT MASTERY • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum.
Additional Course Information: Knowledge/Skill Dependent courses/prerequisites	Link to **Completed Equity Audit**
Algebra 2 prerequisite course	Equity Curriculum Review- PreCalculus

Standard Matrix

Standard	Unit P	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
A.APR.7	X						
A.APR.A.1			X				
A.APR.B.2			X				
A.APR.B.3			X				
A.CED.1	X						
A.CED.4	X						
A.CED.A.2				X			
A.REI.11	X			X			X
A.REI.2	X						
A.REI.3	X						
A.REI.4	X						
A.REI.D.11				X			X
A.SSE.3	X			X			
A.SSE.A.1			X	X			
F.BF.4		X					
F.BF.A.1		X		X			
F.BF.B.3		X					
F.BF.B.4		X					
F.BF.B.5				X			
F.IF.A.1		X					
F.IF.A.2		X					

F.IF.B.4		X					
F.IF.B.5		X					
F.IF.C.7		X	X	X			
F.IF.C.8			X	X			
F.IF.C.9			X				
F.LE.A.1				X			
F.LE.A.2				X			
F.LE.A.3				X			
F.LE.A.4				X			
F.LE.B.5				X			
F.TF.A.1					X		
F.TF.A.2					X		
F.TF.A.3					X		
F.TF.A.4					X		
F.TF.B.6					X		
F.TF.C.8						X	
F.TF.C.9						X	
G.SRT.C.6					X		
G.SRT.C.7					X		
G.SRT.C.8					X		
G.SRT.D.10						X	
G.SRT.D.11						X	
G.SRT.D.9						X	
HSA.CED.A.3							X
HSA.REI.C.6							X
HSA.REI.C.7							X
HSA.REI.D.12							X
N.CN.3			X				
N.CN.A.1			X				
N.CN.A.2			X				
N.CN.C.7			X				
N.CN.C.8			X				
N.CN.C.9			X				
S.ID.7	X						

See each unit for the standard language

Unit Links

[Unit P: Fundamental Concepts of Algebra]
[Unit 1: Functions and Graphs]
[Unit 2: Polynomials and Rational functions]
[Unit 3: Exponential and Logarithmic Functions]
[Unit 4: Trigonometric Functions]
[Unit 5: Analytic Trigonometry]
[Unit 6: Systems of Equations and Inequalities]

Unit Title
Unit P: Fundamental Concepts of Algebra
Relevant Standards: Bold indicates priority
A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. • A.SSE.3a. Factor a quadratic expression to reveal the zeros of the function it defines. • A.SSE.3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. • A.SSE.3c. Use the properties of exponents to transform expressions for exponential functions **A.APR.7** (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. **A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple (rational) and exponential functions. **A.REI.2** Solve simple (rational) and radical equations in one variable, and give examples showing how extraneous solutions may arise. **A.CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A.REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. **A.REI.4** Solve quadratic equation in one variable • A.REI.3a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)$ that has the same solutions. Derive the quadratic formula from this form. 2 = q • A.REI.3b Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. **A.REI.11** Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solution of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and /or g(x) are linear, polynomial, (rational), absolute value, exponential, and logarithmic functions. **S.ID.7** Interpret the slope (rate of change) and the intercept of a linear model in the context of data

Essential Question(s)	**Enduring Understanding(s)**
• Why do we structure expressions in different ways? • In what ways can the problem be solved, and why should one method be chosen over another? • How can the properties of the real number system be useful when working with polynomials and rational expressions? • Which function is being modeled in specific real world applications and how can I use acquired knowledge to solve the problem?	• Expressions can be written in multiple ways using the rules of algebra; each version of the expression tells something about the problem it represents. • There is often an optimal method of manipulating equations to solve a mathematical problem; however other methods, which may not be as efficient, can still provide insight to the problem. • Algebraic expressions such as polynomials and rational expressions, symbolize numerical relationships and can be manipulated in much the same way as numbers.
Demonstration of Learning	**Pacing for Unit**
Homework Class Practice Readiness Quizzes Skills Check Quizzes Mid-Unit Checkpoint End of Unit Assessment	13 blocks
Family Overview (link below)	**Integration of Technology:**
Precalculus ACA - Family Overview (2024-25) Precalculus ACA - Family Overview (2024-25) SPANISH	TI-84 graphing calculator Desmos calculator MyMathLab interactive homework, quizzes and tests

	MyMathLab video explanations
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Linear Equations, Slope, Y-intercept, Radical Equation, Rational Exponent, Rational Expression, Rational Equation, Extraneous Solution, Literal Equation, Quadratic Equation, Polynomial, Factoring, Square root method, Completing the square, Quadratic Formula, Radicand, Complex Number, Imaginary, Solution	TI-84 graphing calculator Desmos calculator Mini white boards Teacher created activities Vertical surfaces
Opportunities for Interdisciplinary Connections	**Anticipated misconceptions:**
• Quadratic expressions frequently appear in physics, especially in kinematics, where equations of motion describe how objects move under gravity. • Quadratic equations model motion under gravity, where the height or position of an object is a function of time. • Exponential functions model financial growth (compound interest) and depreciation (exponential decay). • Exponential functions are crucial in biology for modeling population growth, radioactive decay, and disease spread.	• Every quadratic equation can be factored easily. • Completing the square is useful only to find the vertex of a quadratic function. • The rules for simplifying polynomials apply to exponential expressions in the same way. • Rational expressions can always be added, subtracted, multiplied, or divided without considering restrictions. • Rearranging an equation always preserves all original solutions. • The quadratic formula should always be used when solving quadratics. • Every rational or radical equation has a valid solution. • When solving f(x)=g(x) there is always a single intersection. • Exponential growth can be analyzed using the concept of slope. • A line's slope is always positive or negative.
Connections to Prior Units	**Connections to Future Units**
These standards served as a bridge from Algebra 1 to Algebra 2 by establishing essential algebraic skills. Algebra 2 extended these ideas by introducing higher-degree polynomials, logarithms, complex numbers, advanced transformations, and real-world applications of these concepts.	These Algebra standards lay the foundation for more advanced topics in Precalculus, including polynomials, exponentials/logs, complex numbers, nonlinear systems, and limits. Each concept builds towards a deeper understanding of functions and prepares students for Calculus applications.
Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions**
Multiple Means of Representation (Principle I) Consideration 2.5 - Illustrate through multiple media: Use graphing technology (Desmos, GeoGebra) to show how different forms of an expression impact the graph. • Show how factoring a quadratic highlights the zeros, while vertex form highlights the maximum/minimum. • Have students manipulate sliders to see real-time changes in quadratic and exponential expressions. Consideration 3.2 - Highlight patterns, critical features, big ideas, and relationships: Use step-by-step examples with color-coding to highlight transformations and relationships. • Color different parts of an expression when factoring, completing the square, or using exponent rules. • Provide scaffolded notes where students fill in missing steps to highlight key algebraic patterns. **Multiple Means of Action & Expression (Principle II)** Consideration 5.1 - Use multiple media for communication: Encourage students to verbally explain why they choose a particular algebraic method. • Have students record voice memos or videos explaining how different forms of an expression provide insights. • Use math journaling to reflect on how algebraic manipulations reveal different properties of functions. **Multiple Means of Engagement (Principle III)**	

Consideration 7.1 - Optimize individual choice and autonomy:
Provide students with a choice of problem-solving strategies.

- Example: Solve a quadratic equation using three different methods (factoring, completing the square, quadratic formula) and discuss which is most efficient.

Consideration 8.3 - Foster collaboration and community:
Encourage students to defend different algebraic methods.

- Pose a problem and have students debate the best method for solving it.
- Assign roles where some students advocate for factoring, while others argue for completing the square.

Supporting Multilingual/English Learners

Related CELP standards	**Learning Targets**

CELP Standard 2:
Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer or teacher feedback.

- I can discuss different methods for solving algebraic equations and respond to feedback from my peers.
- I can explain my mathematical thinking to others and revise my explanation based on new insights.
- I can participate in discussions where I compare strategies and justify my reasoning using evidence.

CELP Standard 3:
Speak and write about grade-appropriate complex mathematical ideas using evidence.

- I can explain why different algebraic forms of an expression reveal different information about a problem.
- I can justify my choice of method (factoring, completing the square, or exponent properties) when solving an equation.
- I can write and speak about how algebraic expressions represent numerical relationships.

CELP Standard 4:
Construct grade-appropriate oral and written arguments supported by reasoning and evidence.

- I can compare different ways to manipulate algebraic expressions and explain when each is useful.
- I can represent algebraic expressions in different ways (symbolic, graphical, and verbal) and explain how they are related.
- I can use mathematical language to describe how polynomials and rational expressions follow similar rules as numbers.

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
P.2 Exponents and Scientific Notation	I can identify and apply the key rules of exponents to simplify expressions with exponents	• I can apply the product rule, quotient rule, power of a power rule, negative exponent rule, and zero exponent rule to simplify expressions with exponents • I can demonstrate a clear understanding of how to manipulate exponents with the same base when multiplying, dividing, or raising to a power.	
P.4 Polynomials	I can perform operations on polynomials	• I can add, subtract, and multiply polynomials	
P.5 Factoring Polynomials	I can factor polynomials	• I can identify which type of factoring is needed. • I can factor by greatest common factor, grouping, trinomials, difference of squares.	
P.6 Rational Expressions	I can use perform operations on rational expressions	• I can simplify rational expressions • I can multiply, add and subtract rational expressions	
P.7 Equations	I can solve polynomial equations using various methods	• I can solve radical and rational equations • I can solve quadratic equations ○ Quadratic formula (no complex numbers) ○ completing the square ○ Factoring ○ Square root property	

Unit Title

Unit 1: Functions and Graphs

Relevant Standards: Bold indicates priority

F.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

- F.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F.BF.A.1 Write a function that describes a relationship between two quantities.

- F.BF.A.1.A Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F.BF.A.1.C (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.
- F.BF.B.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
- F.BF.B.4 Find inverse functions.
    - F.BF.4a Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2(x^3) or f(x) = (x+1)/(x-1) for x ≠ 1 (x not equal to 1).
    - F.BF.4b (+) Verify by composition that one function is the inverse of another.
    - F.BF.4c (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
    - F.BF.4d (+) Produce an invertible function from a non-invertible function by restricting the domain.

Essential Question(s)	Enduring Understanding(s)
• What is a function and what are the different ways they can be represented? • How are functions used in the real world? • What are the key characteristics of a graph and why are they important? • How does composing functions affect the domain? • What is the relationship between a function and its inverse?	• A function is a specific type of relation where each input is associated with exactly one output. This concept is fundamental in describing how variables interact and is a building block for analyzing more complex mathematical relationships. • Functions can be transformed through translations, reflections, stretches, and compressions. These transformations affect the graph of the function and help in understanding how changes in the function's formula impact its graph. • Functions can be combined through addition, subtraction, multiplication, and division, and can be composed with each other. Understanding these operations is essential for building more complex functions and analyzing their behavior. • An inverse function essentially reverses the effect of the original function. Understanding how to find and use inverse functions is important for solving equations and understanding the relationship between functions and their inverses. • Functions are used to model and solve real-world problems in various fields such as physics, economics, biology, and engineering. Applying functions to practical situations helps in interpreting data and making predictions.
Demonstration of Learning	**Pacing for Unit**
Homework Class Practice Readiness Quizzes Skills Check Quizzes Mid-Unit Checkpoint End of Unit Assessment	20 blocks
Family Overview (link below)	**Integration of Technology**
Precalculus ACA - Family Overview (2024-25) Precalculus ACA - Family Overview (2024-25) SPANISH	TI-84 graphing calculator Desmos calculator MyMathLab interactive homework, quizzes and tests MyMathLab video explanations
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Function, Input, Output, Independent variable, Dependent variable, Domain, Range, Function notation: f(x), Parent function, Transformation, Translations, Vertical stretch, Vertical compression, Vertical reflection, Horizontal reflection, Piecewise function, Vertical line test, One-to-one function, Inverse function, Domain, Restricted domain, Composition	TI-84 graphing calculator Desmos calculator Mini white boards Teacher created activities Vertical surfaces
Opportunities for Interdisciplinary Connections	**Anticipated misconceptions**
• Functions are used to model relationships between variables in science, such as the decay of radioactive substances, population growth, and the motion of objects. • Functions are the foundation of programming and computational thinking, used in defining algorithms,	• Every equation represents a function. • A function must always be a linear equation. • If a function has the same output for two different inputs, it is not a function. • The vertical line test determines if a graph is a function based on its shape alone.

recursive processes, and data transformations. • Functions describe relationships in economics, such as cost, revenue, and profit models, as well as statistical trends in business.	• Function notation f(x) = y means multiplication between f and x. • The domain of a function is always all real numbers. • Graph transformations (shifts, stretches, reflections) change the function's properties unpredictably. • The inverse of a function always exists. • Composing two functions always produces another function. • The x-values where two graphs intersect are only approximate solutions.
Connections to Prior Units	**Connections to Future Units:**
Algebraic Manipulation & Functions – Factoring, completing the square, and working with rational expressions (A.SSE.3, A.APR.7) help reveal key features of functions like zeros, domain restrictions, and asymptotic behavior. **Function Transformations & Equation Solving** – Graphing transformations (F.BF.B.3) align with solving and rearranging equations (A.REI.3, A.CED.4), while finding inverse functions (F.BF.4) requires algebraic solving (A.REI.2). **Data Interpretation & Functions** – Understanding slopes, intercepts, and key features of graphs (F.IF.B.4, S.ID.7) connects functions to real-world data trends.	The Interpreting and Building Functions standards connect to future units by… • Preparing students for function transformations, composition, inverses, graphing, and real-world applications. • Understanding domain, range, and key features leads to advanced functions like trigonometric, logarithmic, and exponential functions. • Skills in composition and inverse functions help with nested functions and transformations. • Graphing concepts extend to polynomials, rational functions, and asymptotic behavior. • Modeling functions supports sequences, series, and calculus readiness.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Multiple Means of Representation (Principle I) Consideration 1.2: Support multiple ways to perceive information – Use graphs, tables, equations, and real-world scenarios to show the same function in multiple ways. Consideration 3.2: Highlight patterns, critical features, big ideas, and relationships – Help students recognize transformations and connections between functions through color coding, annotations, and guided questions.	**Multiple Means of Representation (Principle I)** • Interactive Technology: Use Desmos, GeoGebra, or graphing calculators to visually manipulate function transformations. Let students drag sliders to see how coefficients affect graphs dynamically. • Color-Coded Notes: Assign different colors for transformations (e.g., green for shifts, blue for reflections) to help students track changes in equations vs. graphs. • Real-World Analogy Mapping: Compare function transformations to real-world scenarios (e.g., stretching a rubber band = vertical stretch, flipping a pancake = reflection).
Multiple Means of Action & Expression (Principle II) Consideration 2.5: Illustrate through multiple media– Allow students to explain functions using writing, drawings, verbal descriptions, or digital tools. Consideration 6.3: Organize information and resources– Guide students in breaking down multi-step function problems through problem-solving scaffolds, peer discussions, and structured templates.	**Multiple Means of Action & Expression (Principle II)** • Function Storytelling: Have students personify functions (e.g., "I am a quadratic function. My vertex is my home, and I always curve symmetrically!"). • Function Transformations Dance: Assign different movements for function transformations (e.g., stepping forward = horizontal shift, jumping = vertical shift, turning = reflection). • Peer Teaching with Choice: Let students choose between creating a tutorial video, writing a math comic strip, or presenting a mini-lesson on function transformations.

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
CELP Standard 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. **CELP Standard 3:** Speak and write about grade-appropriate complex literary and informational texts and topics. **CELP Standard 6:** Analyze and critique the arguments of others orally and in writing.	**CELP Standard 1:** • I can determine the main idea and key details of a text or presentation to show my understanding. • I can use context clues to determine the meaning of unfamiliar words in spoken and written texts. • I can make connections between what I hear, read, and view to build my understanding of a topic. **CELP Standard 3:** • I can use details and evidence from texts to support my ideas in discussions and writing. • I can organize my thoughts clearly when speaking or writing about complex topics. • I can revise and improve my writing to make my ideas clearer and stronger. **CELP Standard 6:** • I can identify the claim and supporting evidence in an argument. • I can evaluate whether an argument is strong or weak based on the evidence provided. • I can respectfully respond to and challenge the arguments of others using logical reasoning and evidence.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1.2 Basics of functions and their graphs	• I can determine whether a relation is a function or not
	• I can determine the domain and range of a function
		• I can determine if a relation is a function using
		  ○ A table of values
		  ○ Vertical line test
		• I can determine the domain and range given a graph	

1.3 More on functions and their graphs	• I can identify intervals on which a function increases or decreases • I can locate relative extrema	• I can identify intervals on which a function increases or decreases given a graph • I can locate relative minima and maxima given a graph	
1.4 Linear functions and slope	I can analyze linear functions	• I can calculate slope • I can write point slope form of equation • I can write and graph slope-intercept form of an equation • I can graph horizontal and vertical lines • I can recognize and use standard form of an equation • I can use intercepts to graph an equation	
1.6 Transformations of Functions	I can identify transformations of Functions	• I can use use vertical shifts to graphs functions • I can use horizontal shifts to graph functions. • I can use reflections to graph functions. • I can use vertical stretching and shrinking to graph functions • I can use horizontal stretching and shrinking to graph functions.	
1.7 Combinations of functions, composite functions	I can combine Functions	• I can combine functions using the algebra of functions. • I can form composite functions	

1.8 Inverse functions	I can analyze the inverse of a function	• I can verify that functions are inverses. • I can find the inverse of a function. • I can use the horizontal line test to determine if a function has an inverse function.
1.10 Modeling with functions	I can use functions to model real world situations	• I can construct functions from verbal descriptions. • I can construct functions from formulas.

Unit Title:

Unit 2: Polynomials and Rational Functions

Relevant Standards: Bold indicates priority

N.CN.A 1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b real.

N.CN.A 2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N.CN.3 Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N.CN.C 7 Solve quadratic equations with real coefficients that have complex solutions.

N.CN.C 8 Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as (x + 2i)(x – 2i).

N.CN.C 9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A.APR.B.2 Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).

A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

- F.IF.C.7.C Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Essential Question(s):	**Enduring Understanding(s):**
• What are the defining characteristics of polynomial functions and how do their degrees and coefficients affect their behavior? • Why are there different methods of finding the zeros of a polynomial and how do we decide which method is appropriate? • How can polynomial functions represent real-life situations? • What is the Fundamental Theorem of Algebra, and how does it relate to the existence of complex roots? • How can you use the Factor Theorem and synthetic division to factorize polynomials? • How do different types of variation apply to real-world problems, and how can understanding these relationships help solve those problems?	• Polynomial functions can be classified by their degree, which determines their general shape and the maximum number of roots they can have. • The degree and leading coefficient determine the end behavior of a polynomial function, which helps in sketching and analyzing graphs. • The zeros/roots of a polynomial function correspond to the x-intercepts of its graph. The multiplicity of a zero affects the behavior of the graph at that intercept, such as whether it touches or crosses the x-axis. • Polynomial functions model various real-world phenomena, from projectile motion to economics. • The complex number set is composed and the real numbers and the imaginary numbers. • Complex solutions will not be x-intercepts. • The intermediate value theorem can be used to determine the zeros of a function. • Recognizing symmetry in polynomial functions (even, odd, or neither) helps in graphing and analyzing these functions. • The remainder theorem tells us that if a polynomial f(x) is divided by x-c, then the remainder is f(c).

	• The factor theorem tells us that if f(c)=0, then x - c is a factor of f(x). • Graphs of rational functions have asymptotes and have many forms. • Many real-life quantities can be modeled by types of variation including: direct, inverse, and joint.
Demonstration of Learning:	**Pacing for Unit**
Homework Class Practice Readiness Quizzes Skills Check Quizzes Mid-Unit Checkpoint End of Unit Assessment	12 blocks
Family Overview (link below)	**Integration of Technology:**
Precalculus ACA - Family Overview (2024-25) Precalculus ACA - Family Overview (2024-25) SPANISH	TI-84 graphing calculator Desmos calculator MyMathLab interactive homework, quizzes and tests MyMathLab video explanations
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Complex Number, Complex Conjugate, Polynomial Function, Leading coefficient test, End Behavior, Multiplicities, Intermediate Value Theorem, Turning Points, Synthetic Division, Remainder Theorem, Factor Theorem, Rational Zero Theorem, Vertical Asymptote, Horizontal Asymptote, Slant Asymptote, Direct Variation, Inverse Variation, Joint Variation	TI-84 graphing calculator Desmos calculator Mini white boards Teacher created activities Vertical surfaces
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Science (Physics and Biology) • **Quadratic Expressions in Motion:** Completing the square helps analyze projectile motion by revealing the maximum height (vertex) of a thrown object. • **Exponential Functions in Growth & Decay:** Transforming exponential expressions models radioactive decay, bacterial growth, and population dynamics. **Finance & Economics** • **Interest & Investment Models:** Exponential transformations explain compound interest and financial forecasting. • **Quadratic Cost & Revenue Functions:** Factoring quadratics can help find break-even points in business models. **Computer Science & Engineering** • **Algorithm Efficiency (Big-O Notation):** Exponential and polynomial expressions describe algorithm complexity. • **Structural Engineering:** Quadratic equations help model forces and stress in materials.	• Factoring always works for quadratics. • Completing the square is only for finding the vertex. • Exponential expressions can be transformed like polynomials. • Rational expressions can always be added, subtracted, multiplied, or divided without considering restrictions. • Rearranging an equation always preserves all original solutions. • The quadratic formula should always be used when solving quadratics. • Every rational or radical equation has a valid solution. • When solving f(x)=g(x), there is always a single intersection. • Exponential growth can be analyzed using the concept of slope. • A line's slope is always positive or negative.
Connections to Prior Units:	**Connections to Future Units:**
• Factoring quadratic expressions helps determine the x-intercepts (zeros) of a function. This is	• Using exponent properties (e.g., rewriting $2^x = 8$as $x = log_2(8)$) allows for solving exponential

essential for graphing parabolas and understanding solutions to equations. • Rewriting a quadratic function in vertex form by completing the square reveals the maximum or minimum point, aiding in graphing and real-world applications like projectile motion. • Using exponent properties to transform expressions reveals key features of exponential functions, helping in modeling financial growth, population changes, and radioactive decay. • Adding, subtracting, multiplying, and dividing rational expressions mirrors operations with rational numbers. These functions often have asymptotes and discontinuities, crucial for graphing. • Understanding where two function graphs intersect helps solve systems of equations, interpret business models (e.g., break-even analysis), and analyze competing trends in data.	equations, essential in financial modeling, population growth, and radioactive decay. • Rearranging formulas (e.g., converting $A = Pe^{rt}$ into $t = \frac{ln(A/P)}{r}$) helps analyze interest rates, half-life problems, and inverse exponential relationships in scientific contexts. • Applying factoring, completing the square, or algebraic methods to trigonometric functions (e.g., solving $2sin^2(x) - sin(x) - 1 = 0$ by factoring) supports work in physics, engineering, and wave motion. • Factoring and transforming expressions simplify trigonometric identities, such as rewriting $cos^2(x) - sin^2(x)$ using polynomial techniques to reveal properties of sine and cosine graphs. • Finding points of intersection between exponential and logarithmic functions or trigonometric and polynomial functions is crucial in modeling business trends, sound waves, and electrical circuits.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions**
Multiple Means of Representation (Principle I) Consideration 1.3 Offer alternatives for visual information – Using dynamic graphing tools, interactive simulations, or color-coded diagrams can help students visualize polynomial functions, their end behavior, and how factors affect the graph. **Consideration 3.2: Highlight patterns, critical features, big ideas, and relationships** – Emphasizing key connections, such as the relationship between degree, roots, and graph shape, helps students generalize these mathematical concepts.	**Visual and Interactive Tools** – Use graphing calculators, Desmos, or GeoGebra to explore polynomial and rational function behaviors dynamically. **Real-World Applications** – Show how polynomial functions model real-life phenomena like physics (projectile motion) and economics (profit models) to improve relevance. **Scaffolded Problem-Solving** – Use guided questioning and step-by-step problem-solving to help students analyze polynomials and apply theorems (Intermediate Value Theorem, Factor Theorem). **Multiple Forms of Representation** – Present concepts using verbal explanations, symbolic notation, graphical representations, and real-world contexts to reach diverse learners.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets**
CELP Standard 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. • I can determine the main idea and key details of a text or presentation to show my understanding. • I can use context clues to determine the meaning of unfamiliar words in spoken and written texts. • I can make connections between what I hear, read, and view to build my understanding of a topic. **CELP Standard 3:** Speak and write about grade-appropriate complex literary and informational texts and topics. • I can use details and evidence from texts to support my ideas in discussions and writing. • I can organize my thoughts clearly when speaking or writing about complex topics. • I can revise and improve my writing to make my ideas clearer and stronger. **CELP Standard 6:** Analyze and critique the arguments of others orally and in writing. • I can identify the claim and supporting evidence in an argument. • I can evaluate whether an argument is strong or weak based on the evidence provided.	

• I can respectfully respond to and challenge the arguments of others using logical reasoning and evidence.			
Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
2.1 Complex numbers	I can identify complex numbers and use them to solve problems	• I can add and subtract complex numbers. • I can multiply complex numbers. • I can perform operations with square roots of negative numbers. • I can solve quadratic equations with complex solutions.	
2.2 Quadratic functions	I can analyze quadratic functions	• I can Recognize characteristics of parabolas. • I can graph parabolas. • I can determine a quadratic functions' max or min value. • I can solve problems involving a quadratic function's min or max value.	
2.3 Polynomial Functions and Their Graphs	I can analyze polynomial functions	• I can identify polynomial functions • I can recognize characteristics of graphs of polynomial functions. • I can determine end behavior. • I can Use factoring to find zeros of polynomial functions • I can identify zeros and their multiplicities • I can graph polynomial functions.	
2.4 Dividing Polynomials Remainder and Factor Theorems.	I can divide polynomials	• I can use long division to divide polynomials • I can use synthetic division to divide polynomials. • I can evaluate a polynomial using the remainder theorem. • I can use the factor theorem to solve a polynomial equation.	
2.5 Zeros of polynomial functions	I can find zeros of a polynomial function.	• I can solve polynomial equations. • I can use the linear factorization theorem to find polynomials with given zeros	
2.6 Rational Functions and Their Graphs	I can analyze rational functions	• I can find the domains of rational functions. • I can use arrow notation. • I can identify vertical asymptotes. • I can identify horizontal asymptotes • I can use transformations to graph rational functions. • I can graph rational functions.	

Unit Title
Unit 3: Exponential and Logarithmic Functions
Relevant Standards: Bold indicates priority
A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context. • A.SSE.A.1.B Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P. **A.SSE.B.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. • A.SSE.B.3.C Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $1.15^{1/12} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. **A.CED.A.2** Create equations that describe numbers or relationships. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. **A.REI.D.11** Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. **F.IF.C.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. • F.IF.C.7.E Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. **F.IF.C.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. • F.IF.C.8.B Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = 1.02^t$, $y = 0.97^t$, $y = 1.01^{12t}$, $y = 1.2^{t/10}$, and classify them as representing exponential growth and decay. **F.BF.A.1** Write a function that describes a relationship between two quantities. **F.BF.B.5** Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. **F.LE.A.1** Distinguish between situations that can be modeled with linear functions and with exponential functions. • F.LE.A.1.C Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. **F.LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). **F.LE.A.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. **F.LE.A.4** For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. **F.LE.B.5** Interpret the parameters in a linear or exponential function in terms of a context. **S.ID.B.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. • S.ID.B.6.A Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

Essential Question(s)	**Enduring Understanding(s):**
• How can exponential functions be used to model growth and decay? • What is the purpose of logarithms and exponential functions and how are they related to each other? • How do you graph exponential and logarithmic functions by analyzing intercepts and end behavior? • How are exponential and logarithmic functions used to model real-world phenomena?	• Exponential functions model situations which grow or decline at a constant percent rate. • Graphing exponential functions and logarithmic functions will result in asymptotic behavior. Transformations (shifts, stretches, reflections) will affect the graphs. • Logarithms can be used to solve exponential functions; and conversely, exponents are used to solve logarithmic equations.

	• Logarithms can be used to solve equations for which no other algebraic method exists. • Exponential functions model situations involving growth or decay, such as population growth, radioactive decay, and interest calculations, while logarithmic functions are used to model phenomena like the Richter scale for earthquakes and pH in chemistry. • Exponential and logarithmic functions are inverse functions.
Demonstration of Learning	**Pacing for Unit**
Homework Class Practice Readiness Quizzes Skills Check Quizzes Mid-Unit Checkpoint End of Unit Assessment	10 blocks
Family Overview (link below)	**Integration of Technology**
Precalculus ACA - Family Overview (2024-25) Precalculus ACA - Family Overview (2024-25) SPANISH	TI-84 graphing calculator Desmos calculator MyMathLab interactive homework, quizzes and tests MyMathLab video explanations
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Exponential Growth, Exponential Decay, Exponential Function, Exponential Regression, Growth Factor, Decay Factor, Compounded monthly, quarterly, etc. Asymptote, Base, Natural base e, Compounded continuously, Logarithm, Logarithmic Regression, Common Logarithm, Natural Logarithm, Power Function, Logarithmic Equation, Extraneous Solution, Inverse functions	TI-84 graphing calculator Desmos calculator Mini white boards Teacher created activities Vertical surfaces
Opportunities for Interdisciplinary Connections	**Anticipated misconceptions**
Science (Physics, Biology, and Chemistry) • **Radioactive Decay & Half-Life (Physics & Chemistry):** Exponential decay models how radioactive substances break down over time. The half-life formula uses logarithms to determine how long it takes for a substance to decay to a certain amount. • **pH Scale (Chemistry):** Logarithmic functions are used to measure acidity and alkalinity, where pH is the negative logarithm of the hydrogen ion concentration. • **Population Growth (Biology & Ecology):** Exponential functions model how populations grow under ideal conditions, and logistic growth models (which incorporate carrying capacity) adjust the exponential model for limited resources. **Economics & Finance** • **Compound Interest:** Exponential functions describe how money grows in savings accounts, investments, and loans. The compound interest formula uses exponents, and logarithms are used	• Misunderstanding the structure of expressions- seeing each term in an algebraic expression separately rather than recognizing the expression's overall structure. • Believing that equivalent expressions are always identical in appearance. • incorrectly apply exponent rules, such as thinking $(a^b)^c = a^{b+c}$ instead of a^{bc}. • Assuming exponential growth means a constant increase in the function's output, like linear growth. • Treating logarithms as unrelated to exponents instead of understanding them as inverses. • Believing that every function graph must cross the x-axis (e.g., assuming all polynomials have real roots). • Automatically applying linear models, even when an exponential or quadratic model fits better. • Thinking that an asymptote is a physical boundary the graph cannot cross. • Thinking the b in $y = ab^x$ represents the total amount rather than the growth/decay factor per

to solve for unknown time periods or rates. • **Inflation & Depreciation:** Economic trends like inflation (increasing prices over time) and depreciation (value loss of assets) are modeled using exponential functions. **Earth Science & Natural Disasters** • **Richter Scale for Earthquakes:** The Richter scale is logarithmic, meaning that an earthquake of magnitude 6 is 10 times stronger than a magnitude 5. • **Sound Intensity (Decibels):** Logarithmic functions are used in measuring sound levels in decibels, where an increase of 10 dB represents a tenfold increase in intensity. • **Carbon Dating:** Scientists use exponential decay equations to estimate the age of fossils and ancient artifacts by analyzing the remaining Carbon-14 in the sample.	unit interval. • Believing transformations only affect shape but not key features like intercepts, end behavior, and asymptotes.
Connections to Prior Units	**Connections to Future Units**
• Exponential functions model constant percent growth or decay, distinguishing them from linear and polynomial functions that grow at a constant rate or degree-based rate. • Just like polynomial and rational functions, exponential and logarithmic functions can undergo transformations such as shifts, reflections, and stretches. • Logarithms and exponentials are inverse functions, similar to how square and square root functions relate. • Rational functions and logarithmic functions both model asymptotic behavior, meaning they never cross a certain boundary.	• Solving Trigonometric Equations Involving Exponents and Logarithms: In physics and engineering, exponential functions often appear in damping or wave equations. • Logarithms and Periodic Growth: Logarithms are used in measuring decibels (sound intensity), earthquake magnitudes (Richter scale), and pH levels (acidity), all of which relate to oscillatory or wave-based phenomena. • The Fourier Transform, a key tool in signal processing, represents periodic wave functions (trigonometry) as sums of exponentials (Euler's formula). • The logarithmic spiral, which appears in nature (e.g., shells, hurricanes), is modeled using both exponential and trigonometric functions $r = ae^{b\theta}$. This function combines exponential growth (size increases) with circular motion (angle-based progression).
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions**
Multiple Means of Representation (Principle 1) Consideration 1.1 Perception: Provide options for perception by offering multiple formats (e.g., visual, auditory, kinesthetic) for understanding exponential growth, decay, and transformations in graphs. Consideration 1.2 Language & Symbols: Clarify vocabulary and symbols by providing definitions, explanations, and examples of terms like growth/decay, logarithms, and transformations.	**Multiple Means of Representation (Principle 1)** • Present the exponential function $y = P(1 + r)^t$ using multiple formats, such as a table, graph, and verbal explanation. Use graphing software (like Desmos or GeoGebra) to show the curve's shape and asymptotic behavior. • Offer a visual representation alongside a text-based explanation for students with different learning preferences. • Provide animated videos showing the behavior of exponential growth (such as population growth) and decay (such as radioactive decay), so students can see how these concepts evolve over time.

	• Simplify complex expressions by breaking them down into smaller, more digestible pieces.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets**
CELP Standard 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. • I can determine the main idea and key details of a text or presentation to show my understanding. • I can use context clues to determine the meaning of unfamiliar words in spoken and written texts. • I can make connections between what I hear, read, and view to build my understanding of a topic. **CELP Standard 3:** Speak and write about grade-appropriate complex literary and informational texts and topics. • I can use details and evidence from texts to support my ideas in discussions and writing. • I can organize my thoughts clearly when speaking or writing about complex topics. • I can revise and improve my writing to make my ideas clearer and stronger. **CELP Standard 6:** Analyze and critique the arguments of others orally and in writing. • I can identify the claim and supporting evidence in an argument. • I can evaluate whether an argument is strong or weak based on the evidence provided. • I can respectfully respond to and challenge the arguments of others using logical reasoning and evidence.	

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
3.1 Exponential Functions	I can analyze exponential functions	• I can evaluate exponential functions • I can graph exponential functions • I can evaluate functions with base e. • I can use compound interest formula.	
3.2 Logarithmic Functions	I can analyze logarithmic functions	• I can change from log to exponential form. • I can change from exponential to log form. • I can evaluate logarithms. • I can use basic logarithmic properties. • I can use common and natural logarithms	
3.3 Properties of Logarithms	I can use properties of logarithms to find equivalent expressions	• I can use the product rule. • I can use the quotient rule. • I can use the power rule. • I can expand logarithmic expressions. • I can condense logarithmic expressions. • I can use the the change of base property	
3.4 Exponential and Logarithmic Equations	I can solve exponential and logarithmic equations.	• I can use like bases to solve exponential equations. • I can use logarithmic to solve exponential equations • I can use the definition of a logarithm to solve logarithmic equations.	
3.5 Exponential Growth and Decay	I can solve real world problems using logarithms.	• I can model exponential growth and decay. • I can use logistic growth models. • I can express and exponential model in base e.	

Unit Title
Unit 4: Trigonometric Functions
Relevant Standards: Bold indicates priority
F.TF.A.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. **F.TF.A.2** Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. **F.TF.A.3** Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π - x, π + x, and 2π - x in terms of their values for x, where x is any real number. **F.TF.A.4** Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. **F.TF.B.6** Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. **G.SRT.C.6** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. **G.SRT.C.7** Explain and use the relationship between the sine and cosine of complementary angles. **G.SRT.C.8** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Essential Question(s)	**Enduring Understanding(s)**
• How are sine, cosine, and tangent defined using the sides of a right triangle? • What are the reciprocal trigonometric ratios (cosecant, secant, cotangent)? • How do the coordinates of points on the unit circle relate to trigonometric functions? • What are the radian and degree measures, and how do they relate to each other? • How do amplitude, period, phase shift, and vertical shift affect the graphs of trigonometric functions? • What are the key features of the graphs of sine, cosine, tangent, cosecant, secant, and cotangent functions? • What are the definitions and domains of the inverse sine, cosine, and tangent functions? • How are the inverse functions used to find angles given a trigonometric ratio?	• The trigonometric functions (sine, cosine, tangent, and their reciprocals) represent specific relationships between the angles and side lengths of a right triangle. Understanding these functions as ratios helps students connect geometric intuition with algebraic representation. • The unit circle is a foundational concept in trigonometry that connects the angle measures in radians with the coordinates of points on the circle. This understanding leads to the concept of periodicity in trigonometric functions, where patterns repeat over regular intervals. • The graphs of sine, cosine, and tangent functions exhibit unique characteristics such as amplitude, period, phase shift, and vertical shift. Recognizing these properties allows students to model real-world phenomena and understand oscillatory behavior. • Inverse trigonometric functions, such as arcsine, arccosine, and arctangent, are essential for finding angles when given a trigonometric ratio. Understanding their domains, ranges, and interpretations is crucial for solving trigonometric equations and modeling. • Trigonometric functions can be represented analytically (using equations) and graphically (using graphs). Understanding both forms and how they interrelate is important for solving problems and interpreting data. • Understanding different units of angle measurement, such as degrees and radians, and how to convert between them is crucial for working with trigonometric functions and applying them in various contexts.

Demonstration of Learning	**Pacing for Unit**
Homework Class Practice	16 blocks

Readiness Quizzes Skills Check Quizzes Mid-Unit Checkpoint End of Unit Assessment	
Family Overview (link below)	**Integration of Technology**
Precalculus ACA - Family Overview (2024-25) Precalculus ACA - Family Overview (2024-25) SPANISH	TI-84 graphing calculator Desmos calculator MyMathLab interactive homework, quizzes and tests MyMathLab video explanations
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Radian, Degree, Coterminal Angles, Complement, Supplement, Sine, Cosine, Tangent, Secant, Cosecant, Cotangent, Reference Angle, Unit Circle, Amplitude, period	TI-84 graphing calculator Desmos calculator Mini white boards Teacher created activities Vertical surfaces
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions**
Physics: Wave Motion and Harmonics Trigonometric functions such as sine and cosine are commonly used to model wave motion, which is a fundamental concept in physics. The oscillations of waves, such as sound waves, light waves, and mechanical vibrations, can be described using trigonometric functions. The concepts of amplitude, period, and phase shift are used to understand wave behavior and harmonic motion. **Engineering: Signal Processing** In electrical engineering, trigonometric functions are integral to analyzing and designing circuits, particularly in signal processing. The concept of periodicity in trigonometric functions is crucial for understanding alternating current (AC) signals and their behaviors over time. **Astronomy: Orbital Mechanics** Trigonometry plays a vital role in astronomy and space science, especially in understanding the orbits of planets and satellites. The unit circle and trigonometric functions are used to calculate the positions of celestial bodies and to model orbital motion, such as the movement of planets around the sun or artificial satellites orbiting Earth. **Computer Science: Graphics and Animation** Trigonometric functions are foundational in computer graphics, particularly in the rendering of 3D graphics and animations. Sine and cosine functions help model rotations and scaling transformations of objects in a virtual space. **Economics: Cyclical Behavior and Seasonal Trends** Trigonometric functions can be used to model cyclical or periodic behaviors in economics, such as seasonal demand, temperature fluctuations, or economic cycles. Understanding how periodic functions like sine and cosine apply to real-world data can help economists predict trends and make forecasts.	• Students often confuse radians and degrees as two equivalent systems of measuring angles, without fully understanding the concept of radians as the ratio of the arc length to the radius on the unit circle. • Thinking that the unit circle and trigonometric functions only apply to angles within one full rotation (0 to 360 degrees or 0 to 2π radians). • Students may not fully grasp that trigonometric functions (like sine, cosine, and tangent) repeat at regular intervals (i.e., they are periodic functions). • Thinking that all angles on the unit circle are positive (in a counterclockwise direction), neglecting the fact that angles can also be negative, which correspond to clockwise motion. • Incorrectly applying the unit circle by misunderstanding how to find the sine, cosine, and tangent values based on the coordinates on the unit circle. • Mistaking special triangle values for all angles
Connections to Prior Units:	**Connections to Future Units:**

• Just as algebraic functions (polynomials, rational functions) undergo transformations such as shifts, reflections, and stretches, so do trigonometric functions. These transformations (e.g., amplitude changes, phase shifts, vertical shifts) help students understand how functions behave in a coordinate plane, similar to the transformations applied to polynomial or rational graphs. • Exponential functions and trigonometric functions are deeply connected through Euler's formula, $e^{ix} = cos(x) + isin(x)$. This formula connects exponential growth or decay to trigonometric functions, demonstrating how trigonometric functions can model oscillatory behavior (e.g., in waveforms) alongside exponential growth or decay. • Trigonometric identities (such as the Pythagorean identity $sin^2(x) + cos^2(x) = 1$ allow trigonometric expressions to be simplified into polynomial forms. This is useful for solving equations that may involve both trigonometric and polynomial terms.	• Analytic trigonometry involves the use of identities (like the Pythagorean identity, sum and difference formulas, etc.) to simplify trigonometric expressions and solve equations. For example, solving trigonometric equations often requires applying identities to reduce complex expressions into simpler forms, making the equations easier to handle analytically. • Systems of equations that involve trigonometric functions can often be solved using algebraic techniques, such as substitution or elimination. For example, if you have a system that involves both sine and cosine, you might use the Pythagorean identity $sin^2(x) + cos^2(x) = 1$ to convert one equation into a simpler form. • In analytic trigonometry, inverse functions (like arcsin, arccos, and arctan) are used to solve for angles in trigonometric equations. These functions allow us to find specific angle measures when given a trigonometric ratio, which is essential when solving systems of equations involving trigonometric relationships. • In systems of equations, graphing trigonometric functions can visually show the solutions where different trigonometric functions intersect. For instance, solving a system of two sine and cosine equations can be done graphically by plotting the functions and identifying where their graphs intersect, providing a visual understanding of the solution.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**

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

CELP Standard 1:
Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

- I can determine the main idea and key details of a text or presentation to show my understanding.
- I can use context clues to determine the meaning of unfamiliar words in spoken and written texts.
- I can make connections between what I hear, read, and view to build my understanding of a topic.

CELP Standard 3:
Speak and write about grade-appropriate complex literary and informational texts and topics.

- I can use details and evidence from texts to support my ideas in discussions and writing.
- I can organize my thoughts clearly when speaking or writing about complex topics.
- I can revise and improve my writing to make my ideas clearer and stronger.

CELP Standard 6:
Analyze and critique the arguments of others orally and in writing.

- I can identify the claim and supporting evidence in an argument.
- I can evaluate whether an argument is strong or weak based on the evidence provided.
- I can respectfully respond to and challenge the arguments of others using logical reasoning and evidence.

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

4.1 Angles and Radian Measure	I can recognize and use the vocabulary of angles	• I can use degree measure. • I can use radian measure. • I can convert between degrees and radians. • I can draw angles in standard position. • I can find coterminal angles. • I can find the length of a circular arc. • I can use linear and angular speed to describe motion on a circular arc.
4.2 Trigonometric Functions: The unit Circle	I can use a unit circle to define trigonometric functions of real numbers	• I can recognize the domain and range of sine and cosine functions. • I can find exact values of trigonometric functions • I can evaluate trigonometric functions.
4.3 Right Triangle Trigonometry	I can use right triangles to evaluate trigonometric functions.	• I can find function values for 30 degrees and 60 degrees. • I can use right triangle trig to solve applied problems.
6.1 The Law of Sines	I can use the Law of Sines to solve triangles.	• I can use the law of sines to solve oblique triangles. • I can use the law of sines to solve, if possible, the triangle or triangles in the ambiguous case. • I can find the area of an oblique triangle. • I can solve applied problems using the law of sines.
6.2 Law of Cosines	I can use the Law of Cosines to solve triangles	• I can use the law of cosines to solve oblique triangles. • I can solve applied problems using the law of cosines. • I can use heron's formula to find the area of a triangle
4.4 Trigonometric Functions of Any Angle	I can use the definitions of trigonometric functions of any angle.	• I can use the signs of the trigonometric functions. • I can find reference angles. • I can use reference angles to evaluate trigonometric functions.
4.5 Graphs of Sine and Cosine Functions	I can understand the graphs of Sin and Cos Functions	• I can graph variations of a sine function. • I can graph variations of a cosine function. • I can use vertical shifts of sine and cosine curves. • I can model periodic behavior.
4.7 Inverse Trigonometric Functions	I can understand and use the inverse sin and cos functions.	• I can find exact values of inverse sin and cos functions.
4.8 Applications of Trigonometric Functions	I can use Trigonometry to solve applied problems.	• I can solve a right triangle. • I can solve problems involving bearing.

Unit Title
Unit 5: Analytic Trigonometry
Relevant Standards: Bold indicates priority
F.TF.C.8 Prove the Pythagorean identity $sin^2(\theta) + cos^2(\theta) = 1$ and use it to find $sin(\theta)$, $cos(\theta)$, or $tan(\theta)$ given $sin(\theta)$, $cos(\theta)$, $tan(\theta)$ and the quadrant of the angle. **F.TF.C.9** Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems **A.SSE.A.2** Use the structure of an expression to identify ways to rewrite it. **G.SRT.D.9** Apply trigonometry to general triangles. Derive the formula A = (1/2)ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. **G.SRT.D.10** Apply trigonometry to general triangles. Prove the Laws of Sines and Cosines and use them to solve problems. **G.SRT.D.11** Apply trigonometry to general triangles. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Essential Question(s)	Enduring Understanding(s)
• Why do we structure trig functions in different ways? • What is the difference between solving an equation and verifying a trigonometric identity? • How do you decide which strategies to use when verifying a trigonometric identity? • How are trigonometric identities used in the process of solving trig equations? • How are trigonometric ratios used in solving real-world problems? • How do you determine whether the law of sines or law of cosines is most appropriate for solving a particular problem? • In ambiguous cases, how many possible triangles can the Law of Sines produce? • Is it possible to solve for the area of a triangle if the altitude is not known? • What kind of real-life situations can be modeled by sinusoidal equations? • How can sinusoidal equations be used to predict future values? • How can the area of a triangle be found using the law of sines and cosines?	• Trigonometric functions are useful for modeling periodic phenomena. • Expressions can be written in multiple ways using the rules of Trigonometry and Algebra and used to solve trigonometric functions. • The law of sines and cosines are fundamental trigonometry laws that can be used to solve problems involving the sides and angles of non-right triangles. • In a non-right triangle the given information determines which law is most appropriate to solve a problem. • When you know two sides and a non-included angle (SSA), there can be zero, one, or two possible triangles, known as the "ambiguous case." • If the altitude of a non-right triangle is not given, it can be expressed using trigonometry and used to calculate its area.

Demonstration of Learning:	Pacing for Unit
Homework Class Practice Readiness Quizzes Skills Check Quizzes Mid-Unit Checkpoint End of Unit Assessment	5 blocks

Family Overview (link below)	Integration of Technology
Precalculus ACA - Family Overview (2024-25) Precalculus ACA - Family Overview (2024-25) SPANISH	TI-84 graphing calculator Desmos calculator MyMathLab interactive homework, quizzes and tests MyMathLab video explanations

Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)

Sine, Cosine, Tangent, Secant, Cosecant, Cotangent, Sum Formula, Difference Formula, Double Angle Formula, Half Angle Formulas, Pythagorean identity, Pythagorean theorem, Unit circle, Quotient identity, Law of Sines, Law of Cosines, Angle of Elevation, Angle of Depression, Bearings, Heron's Formula, Ambiguous Case, Included Angle, Solving Triangles, Acute Triangle, Right Triangle, Obtuse Triangle, Oblique Triangle	TI-84 graphing calculator Desmos calculator Mini white boards Teacher created activities Vertical surfaces
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Physics - Wave Motion and Oscillations: Trigonometric functions (especially sine and cosine) model periodic phenomena such as sound waves, light waves, and mechanical vibrations. Understanding the relationships between the amplitude, frequency, and phase of wave functions helps students in physics to analyze oscillatory systems. **Engineering - Signal Processing and Electrical Engineering:** Analytical trigonometry plays a key role in signal processing, particularly in analyzing alternating current (AC) circuits and Fourier transforms. Engineers use sine and cosine functions to model signals and study the frequency and phase shifts in electrical systems. **Astronomy - Orbital Mechanics:** Trigonometric functions are used to calculate the positions and motions of celestial bodies. The concepts of angle measurements, periodicity, and phase shifts help describe the orbits of planets, satellites, and the apparent motion of stars. **Geography and Navigation:** Bearings, Angle of Elevation, and Angle of Depression are essential concepts used in geography and navigation. In these fields, trigonometric principles, like the Law of Sines and Law of Cosines, are applied to mapmaking, surveying, and GPS navigation.	• Students often confuse the unit circle with a simple circle, not realizing that its radius is always 1 and the coordinates on the circle represent the cosine and sine values of the corresponding angles. • Incorrectly assuming that trigonometric functions, like sine or cosine, have a range of all real numbers. • Students may incorrectly apply trigonometric identities, such as assuming $sin(\theta) = cos(\theta)$ for all angles or misapplying the Pythagorean identity $sin^2\theta + cos^2\theta = 1$. • Overlooking the periodic nature of trigonometric functions and assuming that functions like sine, cosine, and tangent behave as if they are linear and continue to increase or decrease indefinitely. • Students may mix up angle measurements in degrees and radians, especially when using trigonometric functions. • Confusing angle of elevation and angle of depression. • Incorrect application of the Law of Sines and Law of Cosines.
Connections to Prior Units:	**Connections to Future Units:**
• Trigonometric functions (sine, cosine, tangent, etc.) can be analyzed as functions with specific domains and ranges. These functions can be graphed on the coordinate plane, providing insights into the relationship between angles and side lengths in triangles, similar to how algebraic functions are graphed and interpreted. This connection reinforces the understanding of functions, their graphs, and the properties of periodicity, amplitude, and symmetry. • Just as algebraic functions undergo transformations (shifts, stretches, reflections), trigonometric functions can also be transformed. For example, the graph of $y = sin(x)$ can be shifted, reflected, and stretched. These transformations are central to understanding how the periodic nature of trigonometric functions is affected by changes in the input. • The concept of inverse functions extends from algebra to trigonometry. Just as logarithmic functions are inverses of exponential functions,	• Many trigonometric equations, such as $sin(x) = 1/2$ or $tan(x) = 3$, can be solved as part of a system of equations. By applying inverse trigonometric functions, students can solve for angles and use the solutions to form systems of equations with multiple variables. • Trigonometry plays a significant role in polar coordinates, where equations involving trigonometric functions can describe curves or points. Students may need to solve systems of equations involving sine and cosine functions to find points of intersection or curves represented in polar form. • Trigonometric identities can be used to simplify and solve systems of trigonometric equations. For example, by using the sum and difference identities, students can simplify equations in terms of sine and cosine and solve systems of equations to find values of angles or unknowns. • Sometimes, trigonometric functions are involved in linear systems, such as solving systems of

inverse trigonometric functions (such as arcsine, arccosine, and arctangent) allow for the solving of equations involving trigonometric functions. Understanding their domains and ranges is similar to understanding how logarithmic functions are used to solve exponential equations. • Trigonometric identities, such as the Pythagorean identities, sum and difference identities, and double-angle formulas, often require algebraic manipulation for simplification and solving equations. For example, simplifying expressions involving trigonometric functions can be approached in a manner similar to simplifying polynomial or rational expressions in algebra.	equations where one equation is trigonometric (e.g., $sin(x) + 2 = 3$) and the other is linear or polynomial. These systems can be solved using algebraic techniques, substitution, or numerical methods. • Analytical trigonometry connects to real-world systems, such as modeling wave motion, oscillations, or sound waves. In these cases, students may solve systems of equations involving trigonometric functions to model physical phenomena like harmonic motion or electrical circuits, where multiple trigonometric relationships interact.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions**
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets**
CELP Standard 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. • I can determine the main idea and key details of a text or presentation to show my understanding. • I can use context clues to determine the meaning of unfamiliar words in spoken and written texts. • I can make connections between what I hear, read, and view to build my understanding of a topic. **CELP Standard 3:** Speak and write about grade-appropriate complex literary and informational texts and topics. • I can use details and evidence from texts to support my ideas in discussions and writing. • I can organize my thoughts clearly when speaking or writing about complex topics. • I can revise and improve my writing to make my ideas clearer and stronger. **CELP Standard 6:** Analyze and critique the arguments of others orally and in writing. • I can identify the claim and supporting evidence in an argument. • I can evaluate whether an argument is strong or weak based on the evidence provided. • I can respectfully respond to and challenge the arguments of others using logical reasoning and evidence.	

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
5.1 Verifying Trigonometric Identities	I can use the fundamental trigonometric identities to verify identities.	• I can show equivalence of expressions using trigonometric identities	
5.5 Trigonometric Equations	I can solve trigonometric equations	• I can find all solutions of a trigonometric equation. • I can solve equations with multiple angels. • I can solve trigonometric equations in linear form. • I can solve trigonometric equations in quadratic form. • I can use factoring to separate different functions in trigonometric equations. • I can use identities to solve equations. • I can use a calculator to solve trigonometric equations.	

Unit Title
Unit 6: Systems of Equations and Inequalities
Relevant Standards: Bold indicates priority
HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. **HSA.REI.C.6**: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. **HSA.REI.C.7**: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. **HSA.REI.D.11**: Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. **HSA.REI.D.12**: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Essential Question(s)	Enduring Understanding(s)
• How can we model real-world situations using systems of equations or inequalities? • How do we interpret solutions to systems of equations and inequalities in the context of a problem? • How do constraints affect the solutions to systems of equations or inequalities? • What methods can we use to solve systems of linear equations exactly (algebraically and graphically)? • How do the solutions to systems of linear equations relate to their graphical representations? • How do the solutions to a system consisting of a linear and a quadratic equation differ from those in a purely linear system? • How do we solve systems involving both linear and quadratic equations algebraically and graphically? • Why do the points of intersection of two graphs represent the solutions to the system of equations? • How do the solutions to systems of equations change based on the nature of the functions?	• Systems of equations and inequalities model real-world scenarios, and their solutions represent viable and nonviable options depending on the constraints of the problem. • Representing constraints through equations and inequalities provides insight into relationships between different variables in a given context. • Systems of equations can be used to predict outcomes, make decisions, and optimize processes in various fields. • A system of linear equations can be solved using various methods, including substitution, elimination, and graphing. • Solutions to systems of linear equations can be interpreted graphically as the points of intersection of the corresponding lines. • The process of solving systems of linear equations builds a foundation for more complex systems, including those involving nonlinear equations. • Solutions to linear inequalities are represented as half-planes on the coordinate plane, and the solution set of a system of inequalities is the intersection of these half-planes. • The boundary of the solution set in a system of inequalities is defined by the equation of the inequality, and whether the boundary is included or excluded depends on whether the inequality is strict or non-strict. • Graphing systems of inequalities provides a visual representation of the range of possible solutions, helping to understand the feasibility of different options.
Demonstration of Learning	**Pacing for Unit**
Homework Class Practice Readiness Quizzes Skills Check Quizzes	12 blocks

Mid-Unit Checkpoint End of Unit Assessment	
Family Overview (link below)	**Integration of Technology**
Precalculus ACA - Family Overview (2024-25) Precalculus ACA - Family Overview (2024-25) SPANISH	TI-84 graphing calculator Desmos calculator MyMathLab interactive homework, quizzes and tests MyMathLab video explanations
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
System of Equations, Solution to a System, Linear System, Linear Inequality, Substitution Method, Elimination Method, Graphical Method, Intersection, Ordered Pair, Ordered Triple, Feasible Region, Constraint, Dependent System, Independent System, Inconsistent System, Partial Solution, Graphing Linear Inequalities, Bounded Region, Unbounded Region, Dual System, Substituting into Inequalities, Critical Points, Convex Set, Basic Feasible Solution, Linear Programming, Objective Function, Slopes of Lines, Parallel Lines, Coincident Lines, Linear Transformation	TI-84 graphing calculator Desmos calculator Mini white boards Teacher created activities Vertical surfaces
Opportunities for Interdisciplinary Connections	**Anticipated misconceptions**
Economics (Optimization and Resource Allocation): Systems of equations and inequalities are commonly used in economics to model scenarios such as resource allocation, budget constraints, and supply and demand. **Engineering (Structural Analysis and Design):** Systems of equations in three variables and inequalities are often used in engineering to analyze and design structures, such as bridges, buildings, and mechanical systems. For example, equations can represent forces, moments, and equilibrium conditions, while inequalities can describe safety factors or material strength constraints. **Environmental Science (Modeling Population Growth and Resource Management):** In environmental science, systems of equations and inequalities are used to model population dynamics, resource consumption, and environmental factors.	• Misunderstanding the meaning of solutions- Students often think that the solution to a system of equations represents a single point on a graph, rather than the set of all points that satisfy the system. • Confusing solutions with intersections- Some students believe that the solution is only where the graphs of the equations physically intersect on the graph, ignoring other possible solution sets such as parallel lines (no solutions) or coincident lines (infinitely many solutions). • Students may forget to consider the domain and range of the inequalities, assuming all values of x and y are solutions within a system of inequalities. • Students may graph systems of inequalities by shading regions incorrectly, confusing the boundary lines (whether the inequality is strict or non-strict). • Students may confuse systems of linear equations with nonlinear equations, leading to incorrect graphing or solution methods. • Students may assume that solving systems of three variables is always more complex and that it is unnecessary to check for special cases like infinitely many solutions or no solution. • Students sometimes mix up the approach to solving systems of equations with systems of inequalities, believing that the solutions are always specific points rather than regions of possible solutions.
Connections to Prior Units	**Connections to Future Units**
• Systems of equations in two or more variables involve algebraic manipulation to isolate variables, solve for unknowns, and simplify expressions.	• In introductory college math, students often learn about matrices and determinants as tools for solving systems of linear equations. The concepts

These processes connect directly to basic algebraic concepts such as substitution, elimination, and solving for unknowns. • A system of equations often represents two or more functions (e.g., linear, quadratic) and their intersections. Understanding how functions relate to each other graphically is crucial for solving these systems, whether through graphical or algebraic methods. • Systems of equations in two variables are often solved graphically by plotting the equations on the coordinate plane and identifying the intersection points. This graphical representation connects to visualizing functions and understanding the relationships between them. • Systems may involve polynomials or rational functions, especially when dealing with non-linear systems (e.g., quadratic systems or rational equations). Solving these systems can involve factoring polynomials, solving quadratic equations, or working with rational expressions.	of row reduction, matrix multiplication, and matrix inverses are introduced as methods for solving systems efficiently, especially for larger systems. • Systems of inequalities are foundational to linear programming and optimization problems, often introduced in introductory college courses. These systems model constraints and objective functions in maximizing or minimizing quantities, such as cost or profit. • In introductory calculus, systems of equations often appear in optimization problems where students analyze functions to find maximum and minimum values. Systems may also be used in solving problems that involve rates of change, like related rates or optimization under constraints.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions**
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets**
CELP Standard 2: Interactive Support for Communication • Provide graphs, charts, and step-by-step diagrams to illustrate systems of equations and inequalities. • Use color coding to differentiate equations in a system when solving by substitution or elimination. • Show real-world examples of optimization problems using visuals (e.g., maximizing profit in a business). • Use labeled coordinate planes to demonstrate graphing linear and nonlinear inequalities. **CELP Standard 3: Language for Content-Specific Learning** • Provide sentence frames for explaining reasoning: The ordered pair (x, y) is/ is not a solution because…I substituted x into the equation and found… • Offer structured writing prompts to explain how they verified a solution. • Use a word bank with mathematical vocabulary and definitions (e.g., solution, substitution, elimination, system, inequality). **CELP Standard 1: Engagement in Complex Tasks** • Pair students to work through problems using think-pair-share strategies. • Encourage group work with structured roles (e.g., one student explains while the other solves). • Use real-world scenarios and project-based learning where students solve applied problems collaboratively. **CELP Standard 4: Meaningful Engagement with Complex Texts** • Use videos or animations to model solving systems of equations. • Implement interactive online graphing tools (e.g., Desmos) for hands-on practice. • Provide audio support for word problems and key concepts to reinforce comprehension. **CELP Standard 5: Constructing and Expanding Knowledge** • Connect mathematical problems to students' real-life experiences (e.g., budgeting, business, physics applications). • Allow students to explain solutions in their home language before translating into English. • Support comprehension with bilingual glossaries or peer support when needed.	

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

6.1 System of equations in two variable.	I can solve a system of linear equations with 2 variables.	• I can determine whether an ordered pair is a solution of a linear system • I can solve linear systems by substitution • I can solve linear systems by elimination • I can identify systems that do not have exactly one ordered pair solutions • Solve applied problems using a system of linear equations.
6.2 Systems of linear equations in 3 variables	I can solve a system of equations with 3 variables.	• I can verify the solution of a system of linear equations in 3 variables. • I can solve a system of linear equations in 3 variables. • I can solve apple problems using a system in 3 variables.
6.4 systems of nonlinear equations in 2 variables	I can solve a nonlinear system of equations	• I can recognize systems of nonlinear equations in 2 variables. • I can solve nonlinear systems by substitution. • I can solve nonlinear systems by addition. • I can solve applied problems using a system of linear equations.
6.5 System of inequalities	I can graph a system of linear inequalities	• I can graph a system of linear inequalities in 2 variables. • I can graph a nonlinear inequality • I can graph a system of inequalities
6.6 Linear programming	I can use linear programming to solve problems.	• I can write an objective function describing a quantity that must be maximized or minimized. • I can use inequalities to describe limitations in a situation.

NOTE:
Pacing adds up to 88 blocks. Adjust as needed to ensure that there is time for the midterm exam and review and final exam and review.