Student Achievement Committee Meeting

Wednesday, August 20, 2025 6:30 PM
BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1.	**Call to Order/ Pledge of Allegiance**	
2.	**Decision: Approval of Minutes**	
3.	**Public Comment**	
4.	**Decision**	
4.1.	Marketing I Revision	**Presenter:** Laura Lanza
4.2.	Accounting I Revision	**Presenter:** Laura Lanza
4.3.	Grade 6 Math Revision	**Presenter:** Laura Lanza
4.4.	Civics Revision	**Presenter:** Leszek Ward
4.5.	Model United Nations	**Presenter:** Leszek Ward
4.6.	Criminology SCSU	**Presenter:** Leszek Ward
4.7.	Criminology Textbook, 1st reading	**Presenter:** Leszek Ward
4.8.	Latin I Revision	**Presenter:** Leszek Ward
5.	**Information**	
5.1.	Office of Teaching & Learning/ Curriculum and Instructional Services Department Update	
6.	**Adjournment**	

Student Achievement & Outcomes Committee
May 21, 2025
MINUTES

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: May 21, 2025 SAC Meeting Recording

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

ALSO PRESENT: Carly Fortin, Laura Lanza, Jillian Romann, Melanie Vetrano (Zoom), Leszek Ward, Iris White (Zoom)

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

Decision: Approval of Minutes from April 30, 2025 meeting
On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;
VOTED: to move the April 30, 2025 meeting minutes to the next Student Achievement Meeting.

Public Comment: No public comment.

Decision: Algebra 1 Academic
Mrs. Laura Lanza, Supervisor of Secondary STEM, presented the Algebra 1 Academic curriculum, which was last revised in 2020. Illustrative Math has revised its K-8 curricula, and it is now called 360. With this change, our curriculum needed to be revised to align with 360 and to align with Common Core Standards in mathematics. The 6 units will consist of: 1. Linear Equations and Systems, 2. Two-Variable Statistics, 3. Linear Inequalities and Systems, 4. Functions, 5. Introduction to Exponential Functions, and 6. Introduction to Quadratic Functions.

Questions followed.

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

Decision: Introduction to CWE
Mrs. Lanza presented Introduction to Career Work Experience, which was last revised in 2020. In this course, students will gain essential skills and knowledge necessary to be

successful in future employment. Topics include career readiness, career acquisition, employability skills, employment laws, and job safety.

Questions followed.

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

Decision: Construction Technology
Mrs. Lanza presented the curriculum for Construction Technology, which was last revised in 2004. This course introduces students to the fundamental principles and practices of the construction industry. Through hands-on projects and classroom instruction, students will explore residential, commercial, and civil construction techniques, materials, tools, and safety protocols. Emphasis is placed on blueprint reading, site preparation, framing, electrical, plumbing, and finish work. Students will also learn about construction math, project planning, sustainability, and career pathways in the skilled trades. This course prepares students for further study in construction-related fields and develops essential skills for entry-level employment or technical certification.

Questions followed.

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

Decision: Law and Justice
Mr. Leszek Ward, Supervisor of Secondary Humanities, presented the Law and Justice curriculum, which was last revised in 2007. This course explores fundamental concepts of law and justice in the United States. Students will examine competing definitions of justice, the structure and constitutional principles of the U.S. court system, the major categories of offenses against persons and property, as well as the stages of the criminal justice process, from arrest through sentencing and corrections. The course culminates in a mock trial experience where students apply their knowledge of legal procedures, argumentation, and courtroom roles.

Questions and discussion followed.

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

Decision: AP Psychology
Mr. Ward presented the curriculum revision for AP Psychology, which was last revised in 2009. The AP Psychology framework is aligned with content and skills used in college level courses and recommended by the (APA) Introductory Psychology Initiative. The framework is organized into five units that mirror the content organization recommended by the APA.

This framework integrates key skills throughout the course that students need to be successful in subsequent courses in psychology. The focus of the framework is to provide the student with a learning experience that supports the learning of introductory psychology content and skills.

Questions followed.

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

Decision: Grades 3-5 Math
Mrs. Jillian Romann, Supervisor of Elementary STEM, presented the curriculum revision for grades 3-5 math, which was last revised 2021. THe goals for this revision are to transition to Illustrative Math 306, update learning targets and success criteria, increase support for students, and add Family Support materials.

Questions followed.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, it was unanimously;
VOTED: to move the Grades 3-5 Math curriculum revision to the full Board of Education for approval.

There being no further discussion, Commissioner Fitzsimons-Bula adjourned the meeting at 7:28pm.

Respectfully submitted,
Katlyne Laprise
Katlyne Laprise

Student Achievement & Outcomes Committee
April 30, 2025
MINUTES

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: April 30, 2025 SAC Meeting Recording

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

ALSO PRESENT: Kenneth Bagley, Carly Fortin, Sara Hale (Zoom), Mary Hawk, Laura Lanza, Chair Shelby Pons (Zoom), Azra Redzic, Melanie Vetrano (Zoom), Leszek Ward

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

Decision: Approval of Minutes from February 19, 2025 meeting
On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio, it was unanimously;
VOTED: to approve the February 19, 2025 meeting minutes.

Public Comment: No public comment.

Information: School Calendar Discussion
Chief Academic Officer, Carly Fortin brought forward the information on school calendars from previous Student Achievement Committee dates. Discussion followed regarding the current "no-school" days within the calendar. There was also discussion that the calendar should be brought to Student Achievement Committee meetings before the full Board of Education meetings.

Decision: PLTW Principles of Engineering
Mrs. Laura Lanza, Supervisor of Secondary STEM, presented Principles of Engineering, a second-level PLTW course for high schoolers, which explores diverse engineering fields and careers through real-world problem-solving. Students develop technical skills using various engineering tools and apply the design process to areas like mechanical, robotics, and environmental engineering. The course uses activity-, project-, problem-based learning to cultivate essential skills such as problem-solving, collaboration, and ethical reasoning, alongside engineering protocols like design and testing.

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

Decision: PLTW Introduction to Engineering and Design

Mrs. Lanza presented Introduction to Engineering Design (IED), a PLTW course, which introduces high school students to engineering tools and a problem-solving design process. Through activity-, project-, problem-based learning, students advance from structured tasks to open-ended challenges, developing planning, documentation, communication, and professional skills. Individually and collaboratively, they apply systems thinking to consider factors like material selection and sustainability, develop technical representation skills using CAD software, and create 3D-printed prototypes. Students use testing protocols and computational methods to inform iterative design improvements and build competency in project management, peer review, and environmental impact analysis.

Questions followed.

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

VOTED: to move the PLTW Introduction to Engineering and Design curriculum revision to the full Board of Education for approval.

Decision: ECE Chemistry

Mrs. Lanza presented the curriculum for ECE Chemistry. This curriculum was written to formalize the difference between AP Chemistry and ECE Chemistry. This course allows students to earn 8 college credits through the University of Connecticut.

Questions and discussion followed.

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

VOTED: to move the ECE Chemistry curriculum revision to the full Board of Education for approval.

Decision: Cooperative Work Experience 50/100

Mrs. Lanza presented the curriculum revision for CWE 50/100. In this course, students gain real-world experience through a 50- or 100-hour internship in a career field of interest. Students will apply academic knowledge and develop essential workplace skills such as communication, teamwork, time management, and problem-solving. Through hands-on learning, students will gain a better understanding of professional expectations, workplace safety, and ethical responsibilities. They will engage in meaningful reflection to identify their strengths, areas for growth, and future career goals. Students will also create and maintain a career portfolio to support their career readiness. This course helps students connect classroom learning to real-world applications, build confidence, and prepare for life beyond high school.

Questions and discussion followed.

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

VOTED: to move the CWE 50/100 curriculum revision to the full Board of Education for approval.

Decision: Tools and Materials

Mrs. Lanza presented the curriculum revision for Tools and Materials. This laboratory-based exploratory course introduces students to a variety of materials and to the tools and machines used to process them. Materials utilized may include woods, metals, and plastics. A variety of manufacturing processes will be surveyed, including separating, forming, combining, joining, conditioning, and finishing. The hands-on instructional aspects of this course focus on proper operating procedures and safe operation of tools and machines.

Questions and discussion followed.

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

Decision: Kindergarten Literacy

Mrs. Azra Redzic, Supervisor of Elementary Humanities, presented that the reason for this revision is to align with Connecticut's approved K-3 reading curriculum models or programs, increase ease of use of Wit & Wisdom for classroom teachers and update resources/ books. The new curriculum includes 4 Modules: 1. The Five Senses, 2. Once Upon a Farm, 3. America, Then and Now, and 4. The Continents.

Questions and discussion followed.

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

Decision: Kindergarten Music

Mr. Kenneth Bagley, Supervisor of Fine Arts, presented the curriculum revision for Kindergarten music. This course was last revised in 2014 and now includes the following 7 units: 1. Rhythm, 2. Melody, 3. Expression, 4. Form, 5. Timbre, 6. Literacy, and 7. Technique.

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

There being no further discussion, Commissioner Fitzsimons-Bula adjourned the meeting at 7:37pm.

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

Course Title	Content Area	Grade Level	Credit (if applicable)
Intro to Marketing I	Business (CTE)	10th -12th	0.5 BPS High School Credit

Course Description

Marketing I is a dynamic course that explores the essential role marketing plays in the business world and everyday life. Students will learn how companies develop products, conduct market research, set prices, create promotions, and build strong brands through both traditional and digital channels. The course covers a wide range of marketing areas including advertising, social media, public relations and consumer behavior. Through creative projects and real-world case studies, students will gain hands-on experience in planning and executing marketing campaigns. This course is ideal for students interested in business, entrepreneurship, or creative strategy, and provides a strong foundation for future studies or careers in the field of Marketing.

Aligned Core Resources	Connection to the *BPS Vision of the Graduate*
Cengage *Marketing, 4th ed, Burrow and Fowler, 2015* MBA Research Standards: Marketing Pathway https://www.mbaresearch.org/wp-content/uploads/2022/10/Marketing-Cluster_all.pdf	**Meaningfully contribute to a global society** COLLABORATION • Demonstrates ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work and value the individual contributions made by each team member SOCIAL AND CROSS-CULTURAL SKILLS • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **Effectively communicate in a global society…** COMMUNICATION • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact MEDIA LITERACY • Understand both how and why media messages are constructed, and for what purpose **Demonstrate Academic Knowledge and Skills…** 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

Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	Link to *Equity Audit*
N/A	Marketing I Equity Curriculum Review

Standard Matrix

Instructional Area & Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Product/Service Management (PM) Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization	X		X	X	
Channel Management (CM) Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels	X				X
Marketing-Information Management (IM) Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making	X	X			

business decisions					
Market Planning (MP) Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience	X	X			X
Pricing (PI) Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value	X		X		
Promotion (PR) Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome	X			X	
Selling (SE) Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities					X
Communication Skills (CO) Understands the concepts, strategies, and systems used to obtain and convey ideas and information				X	
Customer Relations (CR) Understands the techniques and strategies used to foster positive, ongoing relationships with customers		X		X	X
Marketing (MK) Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives	X	X	X	X	X

Unit Links

Unit 1: The Marketing Environment
Unit 2: Market Segmentation & Understanding the Customer
Unit 3: Pricing & Product/Service Management
Unit 4: Promotion & Public Relations
Unit 5: Selling, Customer Relations & Channel Management

Unit Title	
Unit 1: The Marketing Environment	
Relevant Standards:	
Marketing (MK): Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives **Product/Service Management (PM):** Nature/scope, branding, product-mix strategies **Channel Management (CM):** Nature and scope of distribution and channel function	
Essential Question(s)	**Enduring Understanding(s)**
• How do businesses create mutually beneficial exchanges with customers to achieve their goals and satisfy customer needs? • How do companies develop and manage products or services throughout their life cycles to meet changing market demands and maintain a competitive edge? • How does a brand's identity and product mix strategy influence its ability to connect with target audiences and achieve business objectives? • How do businesses strategically select and manage distribution channels to ensure products reach the right customers at the right time and place?	• Successful marketing involves strategically using various tools and techniques to understand customer needs, communicate value, and facilitate exchanges that result in both customer satisfaction and the achievement of organizational objectives. • Effective product/service management is an ongoing process of innovation, adaptation, and strategic decision-making to ensure products remain relevant, competitive, and profitable across their introduction, growth, maturity, and decline stages. • A strong brand identity, combined with a well-defined product mix strategy, is critical for differentiating products, building customer loyalty, and effectively reaching target audiences within a competitive marketplace. • Effective channel management involves a thorough understanding of different distribution channels, their functions, and the key players within them to optimize the flow of goods and services from producer to consumer, ultimately enhancing market reach and customer satisfaction.
Demonstration of Learning	**Pacing for Unit**
• Interactive poster or digital infographic on the 4Ps and 7 Functions • Group analysis of a business scenario using marketing terminology	Days 1-9
Family Overview (link below)	**Integration of Technology:**
Family Overview Link English and Spanish	• Google Workspace • Canva /Adobe Express
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Marketing, Goods, Services, Utility, Market, Consumer Market, Organizational Market, Market Share, Target Market, Marketing Mix, 4Ps (Product, Price, Place, Promotion), 7 Functions of Marketing, Marketing Environment	• Print/digital marketing mix graphic organizers • Sample ads, packaging, and product photos (Adweek) • Real-world case examples (articles or video clips)
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions**
• Economics: Supply/demand, utility, economic systems • Civics: Legal/ethical business behavior • Language Arts: Vocabulary development, persuasive writing for marketing	• Believing marketing is only advertising • Confusing the 4Ps with the 7 functions • Thinking marketing is only relevant for large businesses or social media
Connections to Prior Units	**Connections to Future Units**
N/A	• Forms the foundation for all other units • Understanding 4Ps is essential for segmentation, pricing, promotion, and channel decisions in Units 2–5
Differentiation through *Universal Design for Learning*	

Engagement

- Offer choice: Allow students to select a marketing function they find interesting to research or present.
- Make it relevant: Use real-world examples and ask students to connect one function or "P" to their own experiences.

Representation

- Provide visuals: Supply charts, images, and infographics illustrating the 4Ps and 7 functions.
- Use varied formats: Offer both spoken and written explanations, including video clips explaining marketing roles.

Action & Expression

- Flexible demonstration: Let students create posters, slide decks, or short videos demonstrating understanding of one marketing function.
- Scaffolded tasks: Provide graphic organizers breaking down how each of the 4Ps applies to a sample product.

Teacher Actions that Support Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	Provide a short video with visuals and narration defining marketing, followed by matching terms to definitions and sentence frames: "Marketing helps ___ by ___."	Use a guided reading on the scope of marketing, followed by small-group discussion with sentence stems: "The scope of marketing includes ___, which is important because ___."	Assign a short written explanation or presentation where students explain marketing's role in a chosen business using academic language and examples.
LT2	Use visuals and icons to label the 7 functions (e.g., distribution, pricing) with short definitions and speaking frames: "This is ___; it helps businesses by ___."	Conduct a card sort activity using function names, descriptions, and examples; students explain matches orally using structured prompts.	Ask students to categorize and describe the 7 functions in writing, using domain-specific vocabulary and applying examples from case studies.
LT3	Introduce the 4Ps with real product images; students complete fill-in-the-blank sentences: "This is the ___; it means ___."	Guide students in describing how a familiar product uses each of the 4Ps using sentence starters and a graphic organizer.	Assign a writing task where students apply the 4Ps to a new product idea and justify their choices using academic vocabulary and reasoning.

Lesson Sequence	Learning Target	Success Criteria/Assessment
1-2	**Learning Target 1** I can explain the purpose and scope of marketing in the business world.	• I can define marketing and its purpose • I can identify how marketing connects businesses and consumers • I can describe how a business uses marketing to achieve goals
3-5	**Learning Target 2** I can describe and categorize the 7 functions of marketing.	• I can list the 7 functions • I can match each function to examples • I can analyze how a company uses multiple functions to support a campaign
6-9	**Learning Target 3** I can identify and explain the 4Ps of the marketing mix.	• I can define each of the 4Ps • I can compare product and service examples using the 4Ps • I can apply the 4Ps to create a simple marketing plan for a product.

Unit Title	
Unit 2: Market Segmentation & Understanding the Customer	
Relevant Standards: Bold indicates priority	
Marketing-Information Management (IM): Research methods, sampling, data collection, ethics **Market Planning (MP)**: Situation analysis, segmentation, SWOT analysis, target selection	
Essential Question(s)	**Enduring Understanding(s)**
• What role does data play in understanding consumer needs and preferences, and how can businesses effectively use this data to improve their marketing strategies? • How do marketers analyze a business's current situation and identify potential target markets for products or services? • How can understanding a company's strengths, weaknesses, opportunities, and threats (SWOT) contribute to developing effective marketing strategies for a specific target audience?	• Businesses leverage data analytics to gain deep insights into consumer behavior and preferences, enabling them to create personalized and effective marketing strategies that drive customer engagement and satisfaction. • Marketers conduct thorough situational analysis to assess internal and external factors impacting a business, and then apply segmentation techniques to identify and understand specific groups of consumers most likely to be receptive to a product or service. • A SWOT analysis provides a framework for strategically aligning a company's internal capabilities and external market factors to develop targeted marketing strategies that capitalize on strengths and opportunities while mitigating weaknesses and threats, ultimately leading to a competitive advantage.
Demonstration of Learning	**Pacing for Unit**
• Create a customer profile for a brand • Conduct a SWOT analysis on a local business and present findings	Days 10-18
Family Overview (link below)	**Integration of Technology:**
Family Overview Link English and Spanish	• Google Forms: Create and analyze a simple customer survey • Canva: Create visual customer personas • Canva: SWOT analysis for brands
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Market Segmentation, Target Market, Demographics, Psychographics, Geographics,Behavioral Segmentation, SWOT Analysis, PEST Analysis, Disposable Income, Discretionary Income, Market research, Customer Profile	• Sample survey questions and templates • Case study data sets or customer research articles • SWOT analysis template
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions**
• Math/Data: Collecting and analyzing survey data • Psychology/Sociology: Consumer behavior, needs, and motivations • ELA: Interviewing, interpreting responses, organizing written findings	• Thinking customers fall into only one type of segmentation • Confusing a SWOT analysis with a business plan or general summary • Assuming market research is too complex for small businesses
Connections to Prior Units	**Connections to Future Units**
• Applies the 4Ps and functions to more strategic planning • Builds on Unit 1's concept of "target market" by using real data	• Segmentation and customer understanding influence pricing (Unit 3), promotion (Unit 4), and selling (Unit 5) • SWOT sets the stage for developing strategic marketing plans
Differentiation through *Universal Design for Learning*	
Engagement • Personal connection: Encourage students to select a product/service they use and segment its customer base. • Collaborative choice: Let teams choose survey topics based on shared interests or passions.	

Representation

- Data visualization: Present survey results using bar graphs, pie charts, and infographics to make patterns clearer.
- Multimodal supports: Provide written, audio, and visual instructions for conducting market research and completing SWOT.

Action & Expression

- Multiple options: Students can demonstrate findings via report, infographic, or short video explaining their customer research
- Use scaffolding tools: Provide sentence starters or question prompts for SWOT categories to support deeper analysis.

Teacher Actions that Support Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	Introduce terms like "demographics" and "psychographics" using images of diverse people and related products. Have students match product images to categories like "teens" or "families" using basic visuals. Provide phrases such as "This product is for _____ because it has _____" to describe a market segment.	Guide students through graphic organizers to categorize segmentation variables and apply them to case studies. Students analyze and discuss segmentation strategies, using sentence stems like "This product targets _____ because _____." Students write a paragraph explaining how a company segments its market, using simplified marketing examples.	Students analyze a real company's segmentation strategies and suggest improvements, supporting their ideas with evidence. Students research a new market opportunity and create a detailed segmentation plan. Students research and present on current trends in market segmentation (e.g., personalization, micro-segmentation).
LT2	Provide a pre-written, highly visual survey to gather customer preferences. Students practice asking a few simple questions to a partner, recording responses using a pre-made sheet with visuals. Students use tally marks to count responses and create simple bar graphs.	Provide question templates and guide students to create simple surveys for a product. Guide students to organize survey results using graphic organizers and identify trends (e.g., "Most people prefer _____"). Students practice short interviews with peers, taking notes on key responses, using a simplified guide.	Students design and conduct a small customer research project, including question design, data collection, analysis, and presentation of findings. Challenge students to analyze the methodology and potential biases in presented research studies or data. Students use their research to make product improvement or marketing campaign recommendations.
LT3	Begin with a SWOT analysis for something familiar like a school club or a local store, focusing on identifying simple strengths (e.g., "good players"), weaknesses (e.g., "needs more practice"). Provide a list of potential SWOT elements and have students match them to the correct category in a pre-made template with visuals for each quadrant. Provide frames like "A strength is _____." or "An opportunity is _____." to help students express ideas verbally or in writing.	Provide a SWOT template with guiding questions for each quadrant and work in small groups to complete an analysis for a familiar product or service. Guide students to explain the relationships between SWOT elements (e.g., "Our strength in _____ helps us use the opportunity of _____") using sentence stems. Provide simplified articles or case studies about a company for students to analyze and complete a SWOT analysis.	Students research a real-world company or product, conduct a comprehensive SWOT analysis, and propose strategic actions based on their findings. Students use their SWOT analysis to develop specific marketing objectives and strategies (e.g., how to leverage strengths to seize opportunities). Students present their SWOT analysis and defend their interpretations, including discussing the limitations of the analysis.

Lesson Sequence	Learning Target	Success Criteria/Assessment
10-12	**Learning Target 1:** I can explain and apply market segmentation strategies.	• I can define demographic, geographic, psychographic, and behavioral segmentation • I can categorize customer groups based on segmentation • Recommend segments for a product based on data
13-15	**Learning Target 2** I can conduct basic customer research	• I can list tools used in marketing research (surveys, interviews, etc.) • I can create simple surveys or interviews to collect customer information • I can analyze findings and suggest product or marketing changes
16-18	**Learning Target 3** I can complete a basic SWOT analysis	• I can define strengths, weaknesses, opportunities, and threats • I can identify SWOT elements from a real or fictional business • I can use SWOT findings to make recommendations for a

		business strategy

Unit Title	
Unit 3: Pricing & Product/Service Management	
Relevant Standards: Bold indicates priority	
Pricing (PI): Nature and scope of pricing, ethical considerations, technology **Product/Service Management (PM)**: Product-life cycle, product mix, quality assurance	
Essential Question(s)	**Enduring Understanding(s)**
• How do businesses determine the "right" price for a product or service, considering both profitability and customer value? • What ethical considerations must marketers address when setting and adjusting prices, particularly in relation to fairness and transparency? • How does technology influence pricing strategies, and what are the implications for businesses and consumers? • How do the different stages of the product life cycle impact marketing decisions, from introduction to decline? • How do companies strategically manage their product mix to meet diverse customer needs and achieve overall business objectives? • Why is quality assurance essential in product/service management, and how does it contribute to customer satisfaction and brand reputation?	• Effective pricing strategies involve a delicate balance between covering costs, achieving profitability, and reflecting the perceived value of a product or service to attract and retain customers in a competitive market. • Ethical pricing practices are crucial for building trust with consumers and fostering a positive brand image, requiring marketers to prioritize fairness, honesty, and transparency in their pricing strategies. • Technology plays a significant role in modern pricing, enabling businesses to gather data, analyze pricing trends, implement dynamic pricing models, and personalize offers, while also raising new ethical and competitive considerations for both businesses and consumers. • A product's life cycle (introduction, growth, maturity, decline) dictates the optimal marketing strategies for each stage, requiring adjustments in pricing, promotion, distribution, and product features to maximize success and manage market changes. • Businesses strategically manage their product mix by adding, modifying, or removing products to cater to evolving customer needs, expand market share, and enhance the overall profitability and growth of the company. • Quality assurance ensures that products and services consistently meet or exceed customer expectations, contributing to customer satisfaction, brand loyalty, and a positive brand reputation, which are vital for long-term business success.
Demonstration of Learning	**Pacing for Unit**
• Develop a pricing strategy for a new product • Analyze the product life cycle of a well-known item	Days 19-27
Family Overview (link below)	**Integration of Technology:**
Family Overview Link English and Spanish	• Google Sheets: Build pricing strategy models • Canva/Slides: Create product mix diagrams
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Price Skimming, Life cycle pricing, Odd Pricing, Freemium Pricing, Price Lining, Price Anchoring, Subscription Pricing, Dynamic Pricing, Leader Pricing, Geographic Pricing, Bundling, Suggested Retail Pricing, Cost-Based Pricing, Value-Based Pricing, Competition-Based Pricing, Product Life Cycle, Product Mix, Product Line, Brand, SKU	• Sample pricing scenarios and formulas • Cost, markup, and breakeven practice sheets • Product line examples and brand portfolios
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions**
• Math: Percentages, markup, pricing	• Believing price should always equal cost plus a markup

calculations • Technology: Pricing tools and software • Ethics/Philosophy: Fair pricing and consumer trust	• Thinking high price = high quality or low price = bad product • Not recognizing how customer perception impacts pricing decisions
Connections to Prior Units	**Connections to Future Units**
• Builds on customer needs (Unit 2) and marketing mix (Unit 1) • Uses data from segmentation and SWOT to inform pricing strategy	• Understanding pricing logic helps clarify promotional offers (Unit 4) and negotiation strategies in selling (Unit 5) • Product life cycle ties directly to timing in promotional planning

Differentiation through *Universal Design for Learning*

Engagement
- Gamify learning: Use pricing scenarios and problem-solving challenges to spark competition and curiosity.
- Real-world relevance: Let students choose a product to price—perhaps one they're creating or care about.

Representation
- Interactive simulations: Use spreadsheets or online tools to visualize how pricing affects revenue and profit
- Visual schemas: Provide lifecycle diagrams and typologies of pricing strategies in easy-to-interpret formats.

Action & Expression
- Choice in deliverable: Students can present a pricing plan via slide deck, written proposal, or recorded pitch.
- Provide scaffolded examples: Include completed pricing tables or lifecycle analysis sample to model expectations.

Teacher Actions that Support Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	Use labeled visuals and sentence frames (e.g., "Businesses choose a price by looking at ___ and ___.") to guide basic understanding.	Provide a guided worksheet comparing cost-based, competition-based, and value-based pricing with fill-in-the-blank and comparison prompts.	Ask students to analyze a real pricing strategy and write a brief explanation with reasoning (e.g., why a luxury product might use value-based pricing).
LT2	Provide matching cards with terms (e.g., price gouging, fair pricing) and pictures to build ethical pricing vocabulary.	Use real-world scenarios where students discuss whether pricing is fair, using sentence frames to express opinions and justifications.	Assign a short written or spoken reflection where students evaluate the ethics of a company's pricing decision and recommend improvements.
LT3	Provide a diagram of the product life cycle with visuals and have students label and describe each stage using a word bank.	Assign a group activity where students match marketing strategies (e.g., increase ads, lower price) to the correct life cycle stage.	Ask students to choose a product, identify its current life cycle stage, and write how the company should adjust marketing strategies.
LT4	Use a sentence builder chart with sentence starters like "In the ___ stage, businesses should ___."	Provide case studies of products and guide students through decision-making using structured response prompts (e.g., "This product is in the growth stage. It should ___ because ___.")	Ask students to evaluate two products in different life cycle stages and explain how marketing decisions should differ.

Lesson Sequence	Learning Target	Success Criteria/Assessment
19-21	**Learning Target 1** I can explain how businesses determine pricing.	• I can list common pricing strategies (cost-based, value-based, competition-based) • I can compare pricing strategies and ethical implications • I can recommend pricing for a product based on goals and costs
22-23	**Learning Target 2** I can describe the role of business ethics in pricing.	• I can define business ethics and give examples of ethical and unethical pricing practices • I can explain why ethical pricing is important for maintaining trust, legal compliance, and customer relationships. • I can analyze a pricing scenario to determine if it follows ethical standards and recommend ethical pricing strategies for a business.
24-25	**Learning Target 3** I can describe the product life cycle and its marketing impact.	• I can identify the stages (introduction, growth, maturity, decline) • I can match marketing strategies to life cycle stages

		• I can create a marketing campaign aligned to a product's life cycle stage
26-27	**Learning Target 4** I can identify the impact of product life cycles on marketing decisions	• I can identify the four stages of the product life cycle: introduction, growth, maturity, and decline. • I can describe how marketing strategies (pricing, promotion, distribution) change during each stage of the product life cycle. • I can evaluate a real or fictional product's stage in the life cycle and propose marketing decisions that fit that stage.

Unit Title	
Unit 4: Promotion & Public Relations	
Relevant Standards: Bold indicates priority	
Promotion (PR): Role of promotion, promotional mix, advertising, PR, ethics, channels **Marketing-Information Management (IM)**: Pretesting, evaluating communication effectiveness	
Essential Question(s)	**Enduring Understanding(s)**
• How do marketers effectively combine different promotional tools (advertising, public relations, personal selling, sales promotion, digital marketing) to achieve specific marketing objectives for a product or service? • How can marketers ensure their promotional efforts are ethical and responsible, particularly when using persuasive techniques and reaching diverse audiences? • How do businesses leverage various communication channels (traditional and digital) to deliver promotional messages that resonate with their target audience? Marketing-Information Management (IM) • Why is it crucial to pretest marketing communications before launching a campaign, and what methods can be used to gather effective feedback? • How do marketers evaluate the effectiveness of their communication efforts, and what metrics are essential for measuring campaign success?	• A successful promotional strategy involves a synergistic blend of communication tools, carefully selected and integrated to reach the target audience, influence their perceptions, and drive desired actions in a cost-effective manner. • Ethical promotion prioritizes truthfulness, transparency, respect for consumer privacy, and cultural sensitivity, building trust and safeguarding a brand's reputation while adhering to industry regulations and societal expectations. • Optimizing promotional reach and effectiveness requires selecting and utilizing appropriate communication channels that align with the target audience's preferences and deliver messages in a clear, consistent, and engaging manner. • Pretesting marketing communications minimizes risks and enhances campaign effectiveness by identifying potential areas of confusion, unintended negative perceptions, and opportunities for refinement before a campaign is fully deployed. • Measuring communication effectiveness involves establishing clear objectives, tracking key performance indicators (KPIs) such as brand awareness, engagement, conversion rates, and return on investment (ROI), allowing for continuous improvement of marketing strategies.
Demonstration of Learning	**Pacing for Unit**
• Write a press release • Design a promotional campaign • Sales pitch of a marketing campaign using digital tools	Days 28-38
Family Overview (link below)	**Integration of Technology:**
Family Overview Link English and Spanish	• Canva/Adobe Express: Create sample ads and promotional content • Adobe Express: Record 30-second promotional pitches • EdPuzzle: Watch and analyze ads with embedded questions
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Promotion, Product Promotion, Institutional Promotion, Promotional Mix, Advertising, Public Relations, Press Release, Publicity, Personal Selling, Sales Promotion, Direct Marketing, Social Media, Digital Marketing, Communication Channels, Branding, Trade Promotions, Consumer Promotions, Coupons, Premiums, Incentives, Sponsorships, Promotional Tie-In, Product Placement, Loyalty Marketing Programs,	• Samples of advertising across platforms • Social media mockup templates • Promotional mix handout • Storyboard templates for ad creation
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions**

• Art/Design: Graphic design, color theory in ad creation • Digital Media/Tech: Social media, video creation, email campaigns • Language Arts: Copywriting, persuasive techniques	• Believing promotion equals just social media or ad • Assuming every product needs the same promotional mix • Not understanding the role of ethics and truth in marketing messages
Connections to Prior Units	**Connections to Future Units**
• Builds on understanding of product, customer segment, and pricing strategies • Enhances strategic planning through communication-focused activities	• Strong promotion supports selling (Unit 5) • Promotion also ties back into channel strategies and customer service expectations

Differentiation through *Universal Design for Learning*

Engagement
- Creative choice: Allow students to choose the medium of their promotional campaigns—social media post, video, or print ad
- Peer review: Incorporate peer feedback loops where students share drafts and suggest improvements.

Representation
- Multimedia inputs: Provide examples of diverse ads (video, audio, print) so students encounter multiple formats.
- Deconstruct ads: Analyze real-world campaigns, offering guided questions and annotated examples.

Action & Expression
- Flexible production formats: Students can use Canva, slide decks, recorded audio/video, or storyboards to create ads
- Scaffolded planning: Provide storyboard templates and checklists to support promotional content creation.

Teacher Actions that Support Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	Provide a sentence frame chart (e.g., "Promotion helps businesses by _____.") with visuals of the 4Ps.	Guide students in a group discussion using prompts that compare promotion to the other 3Ps.	Have students write a paragraph or record a video explaining promotion's role in the marketing mix using tier-2 academic vocabulary.
LT2	Use an image-to-word matching activity showing examples of ads, sales promotions, social media, etc.	Assign a sort-and-label activity with short descriptions where students categorize types of promotion.	Ask students to describe and justify when a business should use each promotion type in written or spoken format.
LT3	Provide visuals of ethical/unethical ad scenarios and have students complete sentence frames (e.g., "This ad is ethical because _____.")	Conduct a guided small-group discussion where students evaluate sample promotions for truthfulness and fairness.	Have students analyze a real-world campaign and write a short analysis explaining whether it meets ethical standards.
LT4	Display icons/logos of technology tools (e.g., Canva, social media, email) and ask students to identify how they are used in promotion.	Use a jigsaw activity where students each explore a tool or platform and report back to their group with structured language support.	Assign students to research a specific digital tool and present its benefits and challenges in a promotional context.
LT5	Provide a visual planning template with labeled sections for students to plug in promotion types using sentence starters.	Support small groups in co-creating a promotional mix for a shared product using sentence frames and checklists.	Ask students to independently design and present a promotional mix using digital tools and justify their choices for different target audiences.

Lesson Sequence	Learning Target	Success Criteria/Assessment
28	**Learning Target 1** I can explain the purpose of promotion and its role in the marketing mix	• I can define promotion and its goals • I can describe how businesses use multiple forms of promotion • I can evaluate a brands promotion strategy and suggest improvements

29-31	**Learning Target 2** I can identify types of promotions	• I can list different types of promotional methods such as advertising, sales promotions, personal selling, public relations, and direct marketing. • I can describe the characteristics and purpose of each type of promotion and when they are used. • I can select appropriate types of promotions for a specific product or service and justify my choices based on the target audience and goals.
32	**Learning Target 3** I can describe the use of business ethics in promotion	• I can define business ethics and give examples of ethical and unethical promotional practices. • I can explain why honesty, transparency, and social responsibility are important in promotional messages.
33-34	**Learning Target 4** I can explain the role of public relations in promotion and write a press release.	• I can define public relations and explain how it is used to shape a company's image. • I can identify key parts of a press release (headline, lead, body, boilerplate). • I can describe what a publicity crisis is and give an example. • I can write a press release using correct format and tone • I can write and present a strategic press release that demonstrates an understanding of audience, tone, and purpose.
35	**Learning Target 5** I can describe the use of technology in the promotional function	• I can identify common technologies used in promotion, such as social media platforms, email marketing tools, and design software. • I can explain how technology helps businesses reach, engage, and track their audiences more effectively. • I can apply a digital tool to create or simulate a promotional message for a target market.
36-38	**Learning Target 6** I can design a promotional mix	• I can list types of promotion (advertising, PR, personal selling, etc.) • I can choose appropriate promotion types for a target market • I can create a campaign using at least 3 types of promotions.

Unit Title	
Unit 5: Selling, Customer Relations & Channel Management	
Relevant Standards: Bold indicates priority	
Selling (SE): Selling process, customer service, product knowledge, ethical/legal aspects **Customer Relations (CR):** Techniques to foster positive relationships **Channel Management (CM):** Distribution channels, channel-member relationships, coordination	
Essential Question(s)	**Enduring Understanding(s)**
• How do effective salespeople guide customers through the selling process while providing excellent service and demonstrating product expertise? • What ethical and legal responsibilities do salespeople have when interacting with customers and representing a company? • How do businesses develop and maintain strong, positive relationships with customers to foster loyalty and encourage repeat business? • What specific techniques and strategies can be employed to effectively resolve customer conflicts and complaints, ultimately strengthening the customer relationship? • How do businesses strategically choose and manage their distribution channels to ensure products and services reach the intended customers efficiently and effectively? • What role do relationships between channel members play in the overall success of a distribution network, and how can businesses foster positive and cooperative relationships?	• Successful selling involves a systematic approach to understanding customer needs, demonstrating the value of a product or service through strong product knowledge, and building rapport through exceptional customer service. • Salespeople are entrusted with building positive customer relationships based on trust, which requires adhering to ethical principles and legal guidelines throughout all stages of the selling process. • Building lasting customer relationships requires proactive communication, understanding and responding to customer feedback, offering personalized experiences, and building trust through transparency and accountability. • Successfully resolving customer conflicts and complaints requires active listening, empathetic responses, finding mutually acceptable solutions, and leveraging these interactions as opportunities to enhance customer loyalty and trust. • Effective channel management involves selecting appropriate distribution channels and intermediaries, developing clear channel objectives, and optimizing the flow of goods and information to achieve ideal market exposure and satisfy customer buying requirements. • Strong, collaborative relationships between channel members are essential for a healthy and efficient distribution system, requiring clear communication, fair practices, and strategies to minimize and resolve potential channel conflict.
Demonstration of Learning	**Pacing for Unit**
• Role-play a sales scenario using professional techniques • **Capstone Project:** Students will develop a marketing plan for a product or service of their choice, incorporating research, segmentation, product management, pricing, promotion, and distribution strategy.	Days 39-45
Family Overview (link below)	**Integration of Technology:**
Family Overview Link English and Spanish	Creating a Marketing Plan using Canva or other design and presentation software
Unit-specific Vocabulary	**Aligned Unit Materials, Resources, and Technology (beyond core resources)**
Personal Selling, Customer Experience, CRM (Customer Relationship Management), Distribution Channels, Wholesaler, Retailer, Intermediaries	DECA Role Plays Customer service role-play scenarios Case studies (e.g., retail or e-commerce businesses)
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions**
• Theater/ELA: Role-playing, delivering	• Believing that "selling" is manipulative or aggressive

sales pitches • Geography: Logistics in global and regional distribution • Technology: CRM software, e-commerce platforms	• Assuming products get to stores in a straight line from the manufacturer • Thinking customer service is only handled by specific departments
Connections to Prior Units	**Connections to Future Units**
• Requires understanding of product, pricing, promotion, and segmentation to effectively sell • Builds on communication skills from Unit 4	• Capstone project: Develop a full marketing plan including sales and distribution • Prepares students for future coursework in entrepreneurship, management, or advanced marketing

Differentiation through *Universal Design for Learning*

Engagement
- Role-play scenarios: Offer choice in roles (seller, customer, manager) and contexts (retail, e-commerce) for selling experiences.
- Simulated environments: Use CRM software simulations or mock retail setups to contextualize learning.

Representation
- Visual mapping: Provide flowcharts and diagrams to illustrate distribution channels and customer-service interactions.
- Accessible prompts: Offer scripts or guided prompts for customer-service scenarios for different skill levels.

Action & Expression
- Multiple formats: Students can role-play live, record video interactions, or write reflective analysis of their selling approach.
- Tiered scaffolds: Offer checklists or rubrics clarifying key components for selling and service interactions.

Teacher Actions that Support Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	Provide a labeled diagram or sequence chart with sentence starters to describe each step of the selling process (e.g., “First, the seller…”).	Use a sentence frame activity where students explain the purpose of each step in the process using guided questions.	Ask students to write or present a scenario comparing two different selling approaches and analyze customer response.
LT2	Match images and phrases (e.g., “follow-up call,” “loyalty card”) to build oral vocabulary about relationship-building.	Conduct a guided discussion on examples of how businesses build clientele, using sentence starters and key vocabulary.	Lead a small-group project where students evaluate different client-building strategies and present findings with support for their claims.
LT3	Provide role-play scripts using simple customer service phrases for pair practice.	Use think-pair-share to reflect on a customer service experience and how it affected buying decisions.	Ask students to draft a brief reflection analyzing how excellent customer service can impact customer loyalty in a business scenario.
LT4	Use labeled visuals of a supply chain with audio support and drag-and-drop sequencing tasks.	Use a cloze paragraph activity where students fill in vocabulary about distribution roles (e.g., wholesaler, retailer).	Assign students to explain the distribution process for a selected product in writing or a recorded video using academic language.
LT5	Use a fill-in-the-blank marketing plan template with visuals and icons to scaffold content.	Support collaborative planning using graphic organizers and sentence stems to structure each section of the plan.	Have students deliver a formal multimedia presentation of their marketing plan, adapting tone and structure for a professional audience.

Lesson Sequence	Learning Target	Success Criteria/Assessment
39	**Learning Target 1** I can describe the selling process and the role of customer relationships.	• I can list the steps of the selling process • I can explain the importance of follow-up and customer satisfaction • I can conduct a role-play demonstrating effective selling and service
39	**Learning Target 2** I can explain key factors in building a clientele	• I can define what a clientele is. • I can identify common strategies used to build and maintain a customer base (e.g., follow-ups, relationship-building, referrals) • I can explain how trust, communication, and consistency contribute to long-term customer relationships.

40	**Learning Target 3** I can explain the role of customer service as a component of selling relationships	• I can define customer service and describe its purpose. • I can identify basic customer service actions (e.g., answering questions, resolving complaints, being polite). • I can explain how positive customer service builds trust and encourages repeat business. • I can describe the link between customer service and customer loyalty.
40	**Learning Target 4** I can explain how products move through distribution channels	• I can Identify types of distribution (direct, indirect) • I can describe the roles of retailers, wholesalers, agents • I can diagram a full channel of distribution for a selected product
41-45	**Learning Target 5** I can develop and present a comprehensive marketing plan for a new product or service that demonstrates my understanding of the marketing environment, segmentation, product planning, pricing, promotion, selling, and distribution.	• I can identify and define each part of the marketing plan (e.g., target market, 4Ps, SWOT). • I can describe my product or service and explain why it solves a problem or meets a need. • I can list marketing strategies that apply to my idea. • I can develop a customer profile and use segmentation to justify my target market. • I can create a pricing strategy that aligns with costs, customer value, and competitors. • I can design a promotional mix tailored to my audience. • I can describe how the product will be distributed and sold. • I can apply marketing functions and research insights to make strategic decisions. I can present my plan clearly with visuals, data, and persuasive communication. • I can defend my choices using marketing vocabulary and concepts. • I can reflect on feedback and revise my plan accordingly.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Accounting 1 (Articulated with CSCU at Tunxis)	Business (CTE)	10th -12th	1.0 BPS High School Credit (Optional CT State Colleges & Universities Dual Enrollment Credit)

Course Description:

This course is highly recommended for all students who wish to pursue a degree in any area of business in college. Students receive an introduction to basic accounting concepts and principles with an emphasis on their practical application: recording, classifying, and summarizing financial information that flows within a business enterprise. The accounting cycle is examined within the areas of sales, purchases, cash, receivables, and payroll.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
Cengage *Century 21 Accounting, General Journal* *College Accounting, A Practical Approach* MBA Research Standards: Accounting Pathway https://www.mbaresearch.org/wp-content/uploads/2022/10/Finance-Cluster_all.pdf	**Meaningfully contribute to a global society** COLLABORATION • Demonstrates ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work and value the individual contributions made by each team member SOCIAL AND CROSS-CULTURAL SKILLS • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **Effectively communicate in a global society** COMMUNICATION • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact INFORMATION LITERACY • Evaluate information critically and competently • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources **Successfully employ skills for self-sufficiency** FINANCIAL LITERACY • Know how to make appropriate personal economic choices **Demonstrate Academic Knowledge and Skills** CONTENT MASTERY • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum CRITICAL THINKING AND PROBLEM SOLVING • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgements and decision. Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*	Link to *Equity Audit*
GPA of 3.0 or higher	Equity Curriculum Review - Accounting 1

Standard Matrix

Performance Elements	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Financial Analysis (FI) *Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources*								
Classify, record, and summarize data to produce needed financial information.	X	X		X	X	X	X	X
Maintain cash controls to track cash flow			X					
Perform accounts payable functions to record, control, and disburse payments to vendors.	X	X					X	

Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.	X	X					X	
Perform accounting functions specific to a corporation to classify, record, and summarize corporate data.	X	X			X		X	
Produce financial reports to communicate the results of business activity.				X	X			
Utilize managerial accounting methods to track, record, and analyze business costs.				X	X			

Unit Links

Unit 1 - Debits and Credits
Unit 2 - General Journal and General Ledger
Unit 3 - Cash Control Systems
Unit 4 - The Worksheet
Unit 5 - Financial Statements
Unit 6 - End-of-Fiscal Period for a Proprietorship
Unit 7 - Special Journals and Subsidiary Ledgers
Unit 8 - End-of-Fiscal Period for a Corporation

Unit Title:	
Unit 1 - Debits and Credits	
Relevant Standards:	
• Classify, record, and summarize data to produce needed financial information. • Perform accounts payable functions to record, control, and disburse payments to vendors. • Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services. • Perform accounting functions specific to a corporation to classify, record,and summarize corporate data.	
Essential Question(s):	**Enduring Understanding(s):**
1. What is Accounting? 2. What is the Accounting Equation? 3. What are T accounts and how are they used in analyzing transactions? 4. What are the rules of debits and credits?	1. Accounting is the language of business. 2. The accounting equation is: Assets = Liabilities + Owner's Equity. It must always remain in balance. 3. T-Accounts are tools that accountants use to analyze changes to accounts. 4. All accounts increase on the normal balance side and decrease on the side opposite the normal balance side.
Demonstration of Learning:	**Pacing for Unit**
• Students will be able to complete a problem in which they determine how transactions will affect the accounting equation. • Students will be able to demonstrate correctly analyzing transactions into debit and credit parts utilizing t-accounts.	9 Block Periods
Family Overview (link below)	**Integration of Technology:**
Unit 1, Family Overview	Scientific Calculator, Google Sheets
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
accounting, accounting system, financial statements, asset, liability, equity, service business, proprietorship, business plan, GAAP, equities, owner's equity, accounting equation, transaction, account, account title, account balance, capital account, creditor, revenue, sale on account, expense, withdrawals. T-account, debit, credit, normal balance, chart of accounts, accounts payable, accounts receivable	N/A
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Students will apply math skills to calculate a Net Worth Statement. • Students will apply math skills to balance the Accounting Equation.	• "If you like math you will be good at accounting." • Debit refers only to a debit card. • Credit refers only to a credit card. • If you are good at mathematics, you will be good at accounting.
Connections to Prior Units:	**Connections to Future Units:**
Students must be able to follow and commit to memory complex, multi-step procedures.	The Accounting Equation is the foundation for all of the work that will continue throughout this course.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	**Action & Expression**	**Engagement**
Lesson 1-2	• Provide a graphic organizer that breaks down the accounting equation and defines assets, liabilities, and net worth. • Show a short video that explains the accounting equation with examples of personal financial statements.	• Allow students to choose how they demonstrate understanding (written response, slide presentation, or short video). • Provide a worksheet where students calculate net worth using sample asset and liability data.	• Let students apply the accounting equation to a fictional or real-world scenario, such as a celebrity or a character they create. • Use an interactive quiz or game to reinforce key terms and the structure of the accounting

			equation.
Lesson 3	• Provide a side-by-side comparison chart showing key differences between expenses and liabilities, with examples. • Use a short video or teacher-led demonstration that explains how expenses and liabilities appear in financial statements.	• Allow students to choose how to explain the difference (e.g., written paragraph, graphic organizer, or short audio recording). • Provide practice exercises where students categorize items as either an expense or a liability.	• Use relatable examples (e.g., student loans vs. monthly phone bill) to connect the concepts to students' lives. • Incorporate a game or group challenge where students sort or match examples to the correct category.
Lesson 4-7	• Provide visual diagrams of T accounts with labeled debit and credit sides, including color coding for asset, liability, and equity accounts. • Use a video or interactive demo to show how different types of transactions affect T accounts and follow debit/credit rules.	• Let students demonstrate understanding by completing T accounts on paper or in a digital template, or by creating a short video explanation. • Provide practice problems where students classify accounts and apply debit/credit rules to transactions.	• Use real-life examples (e.g., buying a phone on credit, receiving a paycheck) to show how transactions are recorded using T accounts. • Incorporate a competitive team activity or quiz game that challenges students to correctly apply debit and credit rules to scenarios.

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

	Emerging	Expanding	Bridging
LT 1	Match "own" and "owe" with images; repeat "A person has money when they ___."	Use sentence starter: "A person's worth is based on what they ___." Use basic terms like "assets" and "liabilities."	Explain with academic terms "net worth" in full sentences, including clear, real-world examples.
LT 2	Sort images/words into Assets/Liabilities/Equity.	"Cash is an asset because ___." Use graphic organizers. Connect to accounting equation in basic form.	Accurately describe how each fits the equation, analyze how changing one affects the others using subject-specific vocabulary.
LT 3	Recognize and match examples to terms "expense" or "liability."	Use compare-contrast frames: "An expense happens every month, but a liability lasts longer."	Use transition words ("however," "in contrast") to compare and contrast, evaluate tricky examples, and justify classification.
LT 4	Label T-account visuals: left/right.	"Debits go on the ____ side of the T-account."	Connect the accounting equation to T-account entries. Explain how a transaction affects both clearly.
LT 5	Use visuals to show which side is which (arrows, symbols).	Fill in: "Assets increase on the ____ side."	Analyze different account types; describe how sides function differently. Discuss nuanced cases (e.g., same side increases one account type but decreases another) using advanced vocabulary.
LT 6	Repeat the two rules with visuals or hand motions.	"I debit ___ because ___." Complete simple examples with support.	Apply rules in new contexts; defend reasoning and critique misapplications with clear explanations.
LT 7	Repeat the four questions aloud; match visuals or keywords.	Restate via sentence frames; answer in simple contexts.	Independently apply all four questions to analyze transactions; explain and justify each part of your decision process.
LT 8	Work with simplified, image-based transactions or fill-in-the-blank T-accounts.	"I debit ___ and credit ___." Use sentence frames to describe simple transactions.	Independently analyze standard and multi-step transactions; justify rationale, critique peer work, and explain how transactions fit into the full accounting cycle with precise academic language.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	**Learning Target 1** I can explain how a person determines their financial worth.	• I can describe the different users of accounting information. • I can create a net worth statement.
2	**Learning Target 2** I can classify accounts as Assets, Liabilities, or Owner's Equity and	• I can define what an asset is and give at least one real-life or business example. • I can define what a liability is and give at least one real-life or

	explain their relationship to the accounting equation.	business example. ● I can define equity and explain how it benefits a business. ● I can record transactions on the accounting equation. ● I can analyze the effects of transactions on the accounting equation.
3	**Learning Target 3** I can explain the difference between expenses and liabilities.	● I can define what an expense is and give at least one real-life or business example . ● I can identify whether an item is an expense or a liability in given scenarios. ● I can record expense and liability transactions on the accounting equation. ● I can analyze the effects of liability and expense transactions on the accounting equation.
4-5	Includes all learning targets affecting the accounting equation.	Includes success criteria for lessons 1 -3.
6	**Learning Target 4** I can explain the relationship between the accounting equation and a T account.	● I can identify how each part of the equation appears in a T account. ● I can use T accounts to visually represent transactions that impact the accounting equation.
	Learning Target 5 I can identify the debit and credit side, the increase and decrease side, and the balance side of various accounts.	● I can label the debit (left) and credit (right) sides of a T account. ● I can determine which side increases and which side decreases for different account types (assets, liabilities, equity, revenue, expenses). ● I can state which side an account normally has its balance on. ● I can correctly record a transaction using proper debits and credits.
	Learning Target 6 I can apply the two rules of debits and credits.	● I can explain the rules of demits and credits in accounting. ● I can classify accounts and determine which rule applies. ● I can apply the rules correctly when analyzing or recording transactions.
7	**Learning Target 7** I can restate and apply the four questions used to analyze business transactions into debit and credit parts.	● I can list and explain the four questions used to analyze transactions. ● I can use the four questions to analyze business transactions accurately. ● I can correctly identify the type of each account involved in a transaction. ● I can determine the proper debit and credit side for each transaction. ● I can record the transaction in T accounts using correct debit/credit placement.
	Learning Target 8 I can analyze business transactions and break them down into the correct debit and credit parts.	● I can identify the accounts affected by a business transaction. ● I can classify each account (e.g., asset, liability, equity, revenue, expense). ● I can determine whether each account is increasing or decreasing. ● I can decide which account to debit and which to credit based on the type of account and the direction of the change. ● I can record transactions using correct debit and credit entries in T accounts.
8 -9	Includes all learning targets related to applying the rules of debits and credits.	Includes success criteria for lessons 1-7.

Unit Title:

Unit 2 - General Journal and General Ledger

Relevant Standards:

- Classify, record, and summarize data to produce needed financial information.
- Perform accounts payable functions to record, control, and disburse payments to vendors.
- Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.
- Perform accounting functions specific to a corporation to classify, record,and summarize corporate data.

Essential Question(s):	**Enduring Understanding(s):**
1. What is a general journal and how is it used? 2. What is a chart of accounts and how is it used? 3. What is a general ledger? 4. What is the process for posting transactions from the general journal to the general ledger?	1. A general journal is a document used to record transactions in chronological order. 2. A chart of accounts lists account titles and account numbers used by the business. 3. A general ledger is a book of accounts used to determine account balances at a glance. 4. There is a 5-step posting process to transfer information from the journal to the general ledger.
Demonstration of Learning:	**Pacing for Unit**
• Students will be able to complete a problem in which they will correctly journalize transactions into their debit and credit parts using a general journal. • Students will create a chart of accounts for a service business.. • Students will be able to complete a problem in which they will successfully post transactions from a general journal to a general ledger.	11 Block Periods
Family Overview (link below)	**Integration of Technology:**
Unit 2, Family Overview	Google Sheets may be used to journalize and post transactions.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
journal, journalizing, entry, double-entry accounting, source document, check, invoice, sales invoice, receipt, memorandum, ledger, general ledger, account number, file maintenance, opening an account, posting, proving cash, correcting entry	N/A
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
The origins of double-entry bookkeeping date back to the 15th Century when debits and credits were first used. This helps students understand how historical trade practices influence modern accounting systems.	Accountants report financial information to stakeholders using the accounting equation or T-Accounts.
Connections to Prior Units:	**Connections to Future Units:**
• Students must have the ability to properly classify account titles under the proper account classification. • Understand and apply the normal balance side of accounts. • Students must be able to follow and commit to memory complex, multi-step procedures.	• The General Journal and General Ledger will be used to record new transactions as they are introduced throughout the course. • The General Ledger will be used as the source for creating an 8-column worksheet and financial statements.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	**Action & Expression**	**Engagement**
Lesson 1-3	• Provide a sample general journal entry with labeled parts (date, debit, credit, and source document/explanation).	• Allow students to demonstrate understanding by writing sample journal entries based on provided source documents, or by creating	• Use a role-play or simulation activity where students act as accountants receiving source documents and recording

	• Use visual aids or a video to explain how source documents (e.g., receipts, invoices, memos) relate to journal entries.	a short written or verbal explanation of each part of a journal entry. • Offer digital or paper-based journal templates for students to practice organizing transactions correctly.	transactions. • Include a matching or sorting game where students connect source documents to the correct journal entry format.
Lesson 4	• Provide a step-by-step visual example of how to start a new journal page, including proper formatting and headings. • Show sample correcting entries with explanations of when and why they are used, using color-coded examples for clarity.	• Allow students to practice starting a new journal page and recording correcting entries using either printed journal sheets or digital accounting tools. • Give students a scenario with errors and let them choose to explain or correct the entries through writing, a video walkthrough, or a peer-teaching presentation.	• Use real-world-style examples (e.g., a business accidentally posting to the wrong account) to make correcting entries more relatable. • Include a collaborative activity where students work in pairs to find and fix journal entry mistakes in a shared practice set.
Lesson 7	• Provide a step-by-step visual example of how to start a new journal page, including proper formatting and headings. • Show sample correcting entries with explanations of when and why they are used, using color-coded examples for clarity.	• Allow students to practice starting a new journal page and recording correcting entries using either printed journal sheets or digital accounting tools. • Give students a scenario with errors and let them choose to explain or correct the entries through writing, a video walkthrough, or a peer-teaching presentation.	• Use real-world-style examples (e.g., a business accidentally posting to the wrong account) to make correcting entries more relatable. • Include a collaborative activity where students work in pairs to find and fix journal entry mistakes in a shared practice set.
Lesson 8-9	• Provide step-by-step examples showing how to post journal entries to ledger accounts, with visual aids and clearly labeled debit and credit sides. • Use a sample ledger and source documents to demonstrate the process of proving cash and identifying discrepancies.	• Allow students to complete posting exercises and cash proofs using printed templates or accounting software. • Give students a choice to explain the posting and cash proof process through written steps, a flowchart, or a short video explanation.	• Use a real-life scenario or simulation where students act as accountants posting entries and reconciling the cash account. • Include an error-finding challenge where students correct mistakes in posted entries and prove cash based on journal and source documents.

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

	Emerging	Expanding	Bridging
LT 1	Identify a journal with visuals; use sentence frames.	Explain purpose using key terms and full sentences.	Evaluate and connect journals to accounting systems.
LT 2	Match documents to names with visuals.	Use comparison language to show similarities/differences.	Analyze and justify document use in context.
LT 3	Label parts using diagrams; name each.	Describe each part with accurate vocabulary.	Analyze structure and correct entry errors.
LT 4	Identify cash transactions with prompts and images.	Record transactions using simplified journals and vocabulary.	Explain impacts with accuracy and compare transactions.
LT 5	Match and sort examples; use guided sentence frames.	Record and explain impact on accounts payable/receivable.	Evaluate and apply correct treatment in varied scenarios.
LT 6	Recognize owner-related transactions.	Use terms like capital and withdrawals to explain effects.	Justify and critique entries for accuracy.
LT 7	Point to start/end, use basic vocabulary.	Explain steps using terms like “carried forward.”	Analyze a process and explain its effect on records.
LT 8	Identify errors using visuals or models.	Explain how to fix errors using correction entries.	Evaluate correction methods and prevention strategies.
LT 9	Sort accounts by type using visuals.	Create and explain a basic chart.	Develop a comprehensive chart reflecting structure/strategy.

LT 10	Match accounts with numbers using templates.	Assign numbers and explain sequencing rules.	Create/revise systems and justify organization.
LT 11	Recognize when to add new accounts.	Add/update accounts using rules and order.	Evaluate systems and recommend improvements.
LT 12	Label ledger components with guidance.	Use standard format and explain steps.	Critically evaluate ledger setup for accuracy.
LT 13	Match entries with ledger visually.	Transfer amounts and explain the process.	Fix posting errors and explain impact.
LT 14	Match cash amounts using visuals.	Perform proof steps and explain differences.	Perform multiple steps to maintain accurate records.
LT 15	Identify mistakes in entries.	Prepare correcting entries and explain purpose.	Analyze errors and apply correction principles with precision.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	**Learning Target 1** I can define what a journal is and explain why it is used to record transactions.	• I can explain the purpose of a journal in the accounting cycle. • I can describe how journaling helps organize financial information and ensure accuracy. • I can give examples of how and when transactions are recorded in a journal.
	Learning Target 2 I can compare and contrast different types of source documents used in accounting.	• I can list common source documents (e.g., receipts, invoices, checks, memos, calculator tape). • I can describe the purpose of each type of source document. • I can explain which source documents are used for specific types of transactions.
	Learning Target 3 I can identify and explain the four parts of a journal entry.	• I can list the four parts of a journal entry: date, debit account and amount, credit account and amount, and source document. • I can create a complete and accurate journal entry using source documents as a reference.
2	**Learning Target 4** I can analyze and record cash transactions using source documents.	• I can identify when a transaction is considered a cash transaction. • I can recognize and interpret source documents related to cash transactions . • I can determine the correct accounts affected by a cash transaction. • I can decide which account to debit and which to credit. • I can accurately record cash transactions in a journal using proper format and terminology.
	Learning Target 5 I can analyze and record transactions for buying and paying on account.	• I can explain what it means to buy or pay “on account” and identify these as credit transactions. • I can analyze source documents related to purchases and payments on account. • I can explain how these transactions impact the accounting equation. • I can correctly record purchases and payments on account in the journal using appropriate debit and credit entries
3	**Learning Target 6** I can analyze and record transactions that affect the owner's equity.	• I can identify transactions that increase owner's equity (e.g., owner investments, revenue). • I can identify transactions that decrease owner's equity (e.g., expenses, owner withdrawals). • I can determine which accounts are affected and whether they are increasing or decreasing. • I can correctly apply debit and credit rules to transactions involving owner’s equity.

		• I can accurately record the owner's equity transactions in a general journal.
4	**Learning Target 7** I can demonstrate when to end and how to start a new journal page.	• I can recognize when a journal page is full and needs to be ended. • I can start a new journal page using the correct format and accounting procedures.
	Learning Target 8 I can identify and correct errors using standard accounting practices.	• I can recognize common types of journal entry errors. • I can explain and apply standard accounting practices when correcting an entry.
5 - 6	Includes all learning targets related to journal entries on the General Journal.	Includes success criteria for lessons 1-4.
7	**Learning Target 9** I can construct a chart of accounts for a service business organized as a proprietorship.	• I can identify and categorize accounts as assets, liabilities, owner's equity, revenue, or expenses. • I can organize the accounts in the correct order based on account classification. • I can create a chart of accounts that includes account numbers, names, and proper formatting. • I can explain why a chart of accounts is important for organizing financial information.
	Learning Target 10 I can demonstrate correct principles for numbering accounts.	• I can assign appropriate number ranges to each account category. • I can explain how gaps between account numbers allow for future additions. • I can correctly number new accounts within the appropriate category. • I can follow a consistent and logical numbering system for a service business.
	Learning Target 11 I can apply file maintenance principles to update a chart of accounts.	• I can add new accounts in the correct order while keeping the chart of accounts organized.
	Learning Target 12 I can complete the steps necessary to open general ledger accounts.	• I can explain the purpose of a general ledger account. • I can set up individual ledger accounts using the chart of accounts as a guide. • I can correctly record account titles, numbers, and starting balances in the ledger.
8	**Learning Target 13** I can post amounts from a general journal to the general ledger.	• I can apply the 5-step posting process to post from the General Journal to the General Ledger.
9	**Learning Target 14** I can demonstrate how to prove cash.	• I can compare the cash balance in the general ledger to the cash balance on the checkbook or bank statement. • I can identify and explain any differences between the two balances. • I can calculate and confirm that the cash amount in the ledger is accurate. • I can explain why proving cash is an important part of maintaining accurate financial records.
	Learning Target 15 I can analyze incorrect journal entries and prepare correcting entries.	• I can identify different types of errors in journal entries. • I can identify posting errors, such as amounts posted to the wrong account or in the wrong column. • I can use standard accounting practices to prepare a correcting journal entry.

Unit Title:	
Unit 3 - Cash Control Systems	
Relevant Standards:	
• Maintain cash controls to track cash flow	
Essential Question(s):	**Enduring Understanding(s):**
1. How do businesses record the receipt and payment of cash? 2. What is a checkbook reconciliation and why is it important? 3. What is petty cash and how is it controlled?	1. Businesses use checking accounts to manage cash transactions. 2. A checkbook reconciliation compares the business' checkbook to the bank statement to determine and verify the handling of cash. 3. Petty cash is a small amount of cash kept on hand for making small payments. The petty cash account is controlled by reconciling it at the end of every month.
Demonstration of Learning:	**Pacing for Unit**
• Students will complete a problem in which they record the receipt of cash and use a checking account to pay cash for various activities. • Students will be able to complete a business checking account bank reconciliation. • Students will complete a problem in which they will record the establishment of a petty cash fund and the replenishment of the fund at month's end.	6 Block Periods
Family Overview (link below)	**Integration of Technology:**
Unit 3, Family Overview	Google Sheets may be used where applicable.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
checking account, deposit slip, endorsement, blank endorsement, special endorsement, restrictive endorsement, post dated check, voided check, bank statement, canceled check, dishonored check, non-sufficient funds check, Electronic Funds Transfer (EFT), debit card, petty cash, petty cash slip, cash short, cash over, reconciliation	N/A
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Students will apply math skills and analysis to balance the business checkbook and maintain the petty cash account.	• As long as there are checks then there is money in the account. • It's not important to balance a checking account.
Connections to Prior Units:	**Connections to Future Units:**
• Students must understand and apply the rules of debits and credits. • Students must know how to record transactions in the General Journal.	The cash account is utilized extensively throughout the course.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	**Action & Expression**	**Engagement**
Lesson 1	• Provide labeled examples of a completed check stub, check endorsement types (blank, restrictive, special), and a properly written check. • Use a demonstration video or live model to show each step of filling out a check and its stub, and how to correctly endorse a check.	• Allow students to practice completing check stubs and writing checks using paper templates or a digital simulation. • Offer students the choice to explain the steps through a written guide, checklist, or visual infographic.	• Use a real-world scenario (e.g., paying a bill or refunding a customer) where students must prepare and record a check. • Include a peer activity where students review each other's checks and stubs for accuracy and give constructive feedback.
Lesson 2	• Provide a sample bank reconciliation form with labeled sections and a completed	• Allow students to complete a bank reconciliation using sample	• Use a real-world scenario to give context to the task. • Include an interactive activity

	example to model the process. • Use a video or guided demonstration to show how to compare checkbook records to a bank statement and adjust for outstanding checks or deposits.	data, either with a paper form or a spreadsheet. • Give students the option to explain the reconciliation steps through a written summary, checklist, or recorded explanation.	where students work in pairs to find and correct discrepancies in a simulated bank reconciliation.
Lesson 3	• Provide sample journal entries for dishonored checks, EFTs, and debit card purchases with labeled explanations for each. • Use a video or teacher demonstration to explain the reason for each type of transaction and how it affects the accounts.	• Allow students to complete journal entries using sample transactions in either a printed journal or digital accounting tool. • Offer students the option to create a reference guide, flowchart, or written explanation for how and when to record each type of entry.	• Use real-life examples (e.g., a customer's bounced check or using a debit card to pay a bill) to make the content relatable. • Include a case study or role-play activity where students act as bookkeepers recording and explaining various types of bank-related transactions.
Lesson 4	• Provide a sample petty cash report with labeled sections (date, description, amount, balance) and completed examples. • Use a video or teacher-led walkthrough to demonstrate how to record petty cash transactions and replenish the fund.	• Allow students to complete a petty cash report using provided transaction slips and a template, either on paper or digitally. • Give students the choice to explain the petty cash process through a written summary, flowchart, or step-by-step checklist.	• Use a classroom simulation where students act as office staff handling small purchases and maintaining the petty cash report. • Include a group activity where students audit a petty cash report to find and correct errors.

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

	Emerging	Expanding	Bridging
LT 1	Match "deposit" and stub visuals; use sentence frames to describe amount/location.	Record deposits independently and describe steps in simple terms.	Analyze deposit scenarios and justify correct entries using technical language.
LT 2	Match endorsement types with visuals.	Demonstrate and explain each endorsement type.	Evaluate legal/business uses and implications of each type.
LT 3	Identify parts using labels/images; complete with sentence starters.	Fill out both forms accurately and explain their connection.	Troubleshoot errors and explain how accurate prep supports records.
LT 4	Identify components and match visuals to ledger.	Complete reconciliation using a template and explain steps.	Evaluate reconciliation role in fraud prevention using precise language.
LT 5	Recognize service charges through examples.	Journalize charges and explain debit/credit effects.	Evaluate charge types and recommend cost-saving strategies.
LT 6	Match term to example; explain using basic sentence starters.	Record dishonored checks and explain account impact.	Propose and justify prevention strategies for future checks.
LT 7	Identify EFT from visuals and basic terms.	Journalize EFTs using correct structure.	Analyze EFTs' effect on cash flow and business systems.
LT 8	Recognize transactions and use sentence frames to describe.	Journalize with proper account entries and explain.	Evaluate financial/accounting impact of debit card use.
LT 9	Identify petty cash through visuals; use guided descriptions.	Set up a fund with correct procedures and explain purpose.	Analyze petty cash systems for best practices and effectiveness.
LT 10	Label parts of the report with visuals; use frames to describe.	Complete reports and explain spending and balances.	Critique reports for accuracy and suggest improvements.
LT 11	Recognize need to replenish; use sentence frames to describe action.	Replenish and journalize with correct entries.	Evaluate effects on cash flow and document control quality.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	**Learning Target 1** I can record a deposit on a check stub.	• I can identify the correct place on a check stub to record a deposit. • I can accurately enter the date, amount, and description of the deposit.

		• I can update the check stub balance correctly after the deposit is recorded. • I can explain the importance of keeping accurate check stub records.
	Learning Target 2 I can endorse checks using blank, special, and restrictive endorsements.	• I can define blank, special, and restrictive endorsements and describe when each is used. • I can correctly write a blank, special, and restrictive endorsement . • I can explain the purpose and proper use of each type of endorsement.
	Learning Target 3 I can prepare a check stub and a check.	• I can complete all parts of a check stub, including date, check number, amount, payee, and new balance. • I can write a check using proper format, legible handwriting, and correct spelling. • I can explain how accurate check writing and recordkeeping helps maintain financial control.
2	**Learning Target 4** I can complete a bank statement reconciliation.	• I can compare a business's checkbook register with the bank statement to identify any differences. • I can identify outstanding checks and outstanding deposits • I can complete a reconciliation to adjust the bank and checkbook balances to reflect the accurate amount. • I can explain the importance of reconciling a bank statement in maintaining accurate financial records.
	Learning Target 5 I can record and journalize a bank service charge.	• I can identify a bank service charge on a bank statement. • I can record the bank service charge in the checkbook register. • I can explain why it's important to journalize service charges and reflect them in the financial records.
3	**Learning Target 6** I can complete recordkeeping for a dishonored check.	• I can define a dishonored check and explain why it may occur. • I can identify the impact of a dishonored check on a business's cash and accounts receivable. • I can properly record the dishonored check in the checkbook or cash records. • I can prepare the correct journal entry to reverse the original payment and reinstate the amount owed. • I can explain why accurate recordkeeping for dishonored checks is important for financial accuracy.
	Learning Target 7 I can journalize an electronic funds transfer (EFT).	• I can identify transactions that involve an electronic funds transfer. • I can determine which accounts are affected by the EFT. • I can prepare a journal entry for the EFT using correct debit and credit formatting. • I can explain how EFTs differ from checks or cash payments.
	Learning Target 8 I can journalize a debit card transaction.	• I can identify the accounts involved in the transaction (e.g., Supplies and Cash). • I can prepare a journal entry for the debit card transaction using standard accounting practice.
4	**Learning Target 9** I can establish a petty cash fund for a business.	• I can explain the purpose of a petty cash fund and when it is used. • I can identify the correct accounts involved in setting up a petty cash fund. • I can prepare and record the initial journal entry to establish the fund.
	Learning Target 10 I can prepare a petty cash report.	• I can calculate the total amount spent and the remaining cash in the fund.

		• I can explain how the petty cash report helps maintain accurate financial records.
	Learning Target 11 I can replenish a petty cash fund and record the transaction.	• I can calculate the correct amount needed to bring the petty cash fund back to its original balance. • I can identify the proper accounts to debit based on the petty cash report. • I can prepare a journal entry to replenish the petty cash fund using accurate debits and credits.
5 -6	Includes all learning targets related to maintaining cash control systems.	Includes success criteria for lessons 1-4.

Unit Title:	
Unit 4 - The Worksheet	
Relevant Standards:	
• Classify, record, and summarize data to produce needed financial information. • Produce financial reports to communicate the results of business activity. • Utilize managerial accounting methods to track, record, and analyze business costs.	
Essential Question(s):	**Enduring Understanding(s):**
1. What is a worksheet and how is it used? 2. How is net income/net loss calculated?	1. The worksheet is a tool used to plan adjustments and calculate net income/loss. 2. Revenue - Cost of Goods Sold - Expenses = Net Income/Loss
Demonstration of Learning:	**Pacing for Unit**
• Students will complete problems in which they will prepare a worksheet's trial balance, adjustments, income statement, and balance sheet. • Students will complete problems in which they will successfully calculate a business' net income or net loss.	7 Block Periods
Family Overview (link below)	**Integration of Technology:**
Unit 4, Family Overview	Google Sheets may be used where applicable.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
fiscal period, fiscal year, work sheet, trial balance, prepaid expense, accrual basis of accounting, adjustments, balance sheet, income statement, net income, net loss, adjusting entries	N/A
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Students will apply math skills to calculate adjusting entries and Net Income/Loss.	The work sheet is a financial statement.
Connections to Prior Units:	**Connections to Future Units:**
• Students must understand and apply the normal balance side of accounts. • Students must be able to classify accounts as either assets, liabilities, owner's equity, revenue or expense.	The Work Sheet is the source document from which financial statements will be prepared.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	**Action & Expression**	**Engagement**
Lesson 1-4	• Provide a labeled sample of a completed 8-column worksheet, highlighting each section: trial balance, adjustments, adjusted trial balance, and income statement/balance sheet columns. • Use a video or guided demonstration to show how to transfer account balances and adjustments step-by-step.	• Allow students to complete an 8-column worksheet using sample data, either with a printed template or spreadsheet software. • Offer students the option to explain the process through a written reflection, graphic organizer, or narrated walkthrough.	• Use a business scenario where students act as accountants preparing a worksheet for a small company. • Include a collaborative activity where students work in pairs to complete a worksheet and check each other's accuracy.
Lesson 5	• Provide examples of supplies and prepaid insurance adjusting entries with side-by-side views of the worksheet and corresponding journal entries. • Use a video or teacher-led walkthrough to explain how to identify and record adjusting entries from the adjustments column of an 8-column worksheet.	• Allow students to journalize adjusting entries using data from a completed worksheet, with the option to use paper or digital journals. • Give students a choice to explain the process through a written summary, flowchart, or recorded explanation.	• Use a real-world scenario (e.g., end-of-month adjustments for a small business) to help students apply the concept. • Include a partner or small group activity where students compare and discuss their adjusting entries for accuracy and understanding.

Supporting Multilingual/English Learners: Related *CELP standards* aligned to Learning Targets			
	Emerging	**Expanding**	**Bridging**
LT 1	Label heading parts with visuals; match accounts to columns. Use frames like "The heading shows ___."	Independently prepare heading and balances with correct placement and formatting.	Justify structure and connect to GAAP and broader reporting processes.
LT 2	Use visuals (number lines/images) to show decreasing value. Use phrases like "We use some supplies..."	Explain why adjustments are needed and how to calculate changes.	Evaluate adjustment methods and communicate impact using precise vocabulary.
LT 3	Identify the adjustment section with cues (colors/arrows). Use sentence frames to describe entries.	Complete adjustments correctly and explain account increases/decreases.	Detect and correct adjustment errors and explain the verification process.
LT 4	Match accounts to sections using prompts or images. Use sentence frames like "Revenue goes in ____."	Transfer balances correctly and explain section purpose.	Analyze worksheet data trends and interpret financial impact.
LT 5	Locate where totals go using highlighted examples. Use frames: "I add ___, total is ___."	Add and rule independently, checking for balance.	Diagnose imbalances and analyze where errors occurred.
LT 6	Identify mismatched totals or marked mistakes. Use phrases: "This is wrong because..."	Follow steps to locate and correct specific errors (e.g., recalculating).	Explain error types and propose accuracy improvement methods.
LT 7	Use T accounts and visuals to show debits/credits. Sentence frames: "I debit ___, credit ___."	Record entries with correct format and terminology.	Analyze complex adjusting entries and explain effects on financial statements.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	**Learning Target 1** I can prepare the heading and trial balance section of a work sheet.	• I can correctly write the three parts of a worksheet heading. • I can list all account titles in the correct order, using the chart of accounts. • I can accurately enter each account's balance in the correct debit or credit column. • I can total the debit and credit columns and verify that they are equal. • I can explain the purpose of a trial balance and how it helps check the accuracy of the ledger.
2	**Learning Target 2** I can analyze and explain the adjustments for supplies and prepaid insurance.	• I can explain why adjustments are needed at the end of an accounting period. • I can determine the amount of supplies and insurance used and calculate the adjustment. • I can identify the correct accounts affected by each adjustment.
	Learning Target 3 I can complete the Adjustments columns of a work sheet.	• I can enter the correct adjustment amounts in the Adjustments columns. • I can label each adjustment with the correct letter or reference. • I can verify that the total debits and total credits in the Adjustments columns are equal.
3	**Learning Target 4** I can prepare the Balance Sheet and Income Statement columns of a work sheet.	• I can identify which accounts belong in the Income Statement section and which belong in the Balance Sheet section. • I can correctly extend account balances from the Trial Balance and Adjustments columns into the appropriate Income Statement or Balance Sheet columns.
	Learning Target 5 I can total and rule the work sheet.	• I can accurately total the Income Statement and Balance Sheet columns. • I can calculate net income or net loss and place it in the correct columns.

		• I can draw double and single ruling lines in the correct places to indicate completion.
4	**Learning Target 6** I can apply the steps for finding and correcting errors on a work sheet.	• I can retrace steps to check for common errors (e.g., transposed numbers, incorrect extensions, missing adjustments). • I can make corrections neatly and accurately, maintaining proper format.
5	**Learning Target 7** I can journalize and post the adjusting entries for supplies and prepaid insurance.	• I can record the adjusting entries in the general journal using proper date, account titles, debit/credit format, and explanations. • I can post the adjusting entries to the correct general ledger accounts, including updating balances and referencing the journal page.
6 - 7	Includes all learning targets related to completing an 8-column worksheet.	Includes success criteria for lessons 1-6.

Unit Title:	
Unit 5 - Financial Statements	
Relevant Standards:	
• Classify, record, and summarize data to produce needed financial information. • Perform accounting functions specific to a corporation to classify, record, and summarize corporate data. • Produce financial reports to communicate the results of business activity. • Utilize managerial accounting methods to track, record, and analyze business costs.	
Essential Question(s):	**Enduring Understanding(s):**
1. How is financial information summarized and reported for a proprietorship? 2. What is the purpose of the income statement? 3. What is the purpose of the statement of owner's equity? 4. What is the purpose of the balance sheet?	1. Financial information is summarized and reported via the Income Statement of Stockholders' Equity, and the Balance Sheet. 2. An income statement shows net income/loss during the fiscal period. 3. A statement of owner's equity shows changes in ownership at the end of the fiscal period. 4. A balance sheet shows the financial condition of the business on a specific date.
Demonstration of Learning:	**Pacing for Unit**
Students will complete problems in which they will successfully prepare an income statement, statements of owner's equity, and a balance sheet.	5 Block Periods
Family Overview (link below)	**Integration of Technology:**
Unit 5, Family Overview	Google Sheets may be used where applicable.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
financial accounting, managerial accounting, statement of owner's equity, financial ratio, ratio analysis, vertical analysis, return on sales (ROS)	N/A
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Students will apply math skills to create Financial Statements. • Income Statement ratios are calculated and analyzed to inform business decisions.	Financial statements are only important for investors to read.
Connections to Prior Units:	**Connections to Future Units:**
Students must be able to interpret information provided on a work sheet to create financial statements.	Financial statements are utilized by investors, bankers, owners, and managers to inform decision-making.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	**Action & Expression**	**Engagement**
Lesson 1-2	• Provide completed examples of each financial statement (income statement, statement of owner's equity, and balance sheet) with labeled sections and data pulled from a worksheet. • Use a video or guided demonstration to explain how to transfer information from the worksheet to each financial statement step-by-step.	• Allow students to complete the financial statements using sample worksheet data, with the option to use printed forms or spreadsheet software. • Give students the option to explain the purpose and structure of each financial statement through a written summary, presentation, or diagram.	• Use a business scenario where students act as accountants preparing end-of-period financial statements for a fictional company. • Include a group review activity where students compare and evaluate each other's financial statements for accuracy and format

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

	Emerging	**Expanding**	**Bridging**
LT 1	Identify and label income statement parts with visuals. Use frames: "Revenue means ___."	Complete income statement with balances; explain how to find net income.	Evaluate performance using income statement results and academic vocabulary.

LT 2	Match terms like “total revenue” to numbers using visuals. Use frames: “The ratio is ___.”	Calculate net income ratio; explain what it shows in simple terms.	Interpret and compare ratios, justify decisions, and communicate findings technically.
LT 3	Identify key terms like “capital” and “withdrawals” using color-coding and images. Use structured language to describe changes.	Complete the statement and explain capital changes using simple explanations.	Analyze capital changes and discuss their implications using formal vocabulary.
LT 4	Match account names to sections (Assets, Liabilities, Equity) with diagrams. Use frames: “Cash is an asset.”	Fill out the balance sheet and explain how it shows financial position.	Analyze and interpret balance sheet trends to evaluate business health.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	**Learning Target 1** I can prepare an income statement for a service business.	• I can list the correct heading for the income statement, including the company name, report title, and date. • I can accurately list all revenue and expense accounts in the correct order. • I can calculate total revenue, total expenses, and net income or net loss. • I can format the income statement using proper accounting standards • I can explain how an income statement shows a business’s financial performance over a period of time.
	Learning Target 2 I can calculate and analyze financial ratios using income statement amounts.	• I can define and calculate common financial ratios. • I can interpret what the ratios say about a company’s profitability and efficiency. • I can explain how businesses use these ratios to make informed financial decisions. • I can compare calculated ratios to industry benchmarks or previous periods to evaluate performance.
2	**Learning Target 3** I can prepare a statement of owner’s equity for a service business organized as a proprietorship.	• I can correctly write the three-part heading: business name, report title, and date. • I can identify the beginning capital balance, additional investments, net income or loss, and withdrawals. • I can calculate the ending owner’s equity. • I can explain how the statement shows changes in the owner’s investment over time.
	Learning Target 4 I can prepare a balance sheet for a service business organized as a proprietorship.	• I can correctly write the heading for the balance sheet with business name, report title, and date. • I can list all asset accounts and total the asset section. • I can list all liability accounts and calculate total liabilities. • I can enter the ending owner’s equity from the statement of owner’s equity. • I can ensure the balance sheet shows that the accounting equation balances. • I can format the balance sheet using proper layout and presentation.
4-5	Includes all learning targets related to creating an Income Statement, Owner’s Equity Statement, and Balance Sheet.	Includes success criteria for lessons 1-2.

Unit Title:	
Unit 6 - End-of-Fiscal Period for a Proprietorship	
Relevant Standards:	
• Classify, record, and summarize data to produce needed financial information.	
Essential Question(s):	**Enduring Understanding(s):**
1. What is the purpose of closing entries? 2. What is the purpose of a post-closing trial balance?	1. The purpose of closing-entries is to prepare temporary accounts for the new fiscal period. 2. The purpose of a post-closing trial balance is to prove that the permanent accounts are in balance in preparation for a new fiscal period.
Demonstration of Learning:	**Pacing for Unit**
• Students will complete problems in which they will successfully journalize and post closing entries reflecting both a net income and a net loss. • Students will complete problems in which they will prepare a post-closing trial balance for a proprietorship.	5 Block Periods
Family Overview (link below)	**Integration of Technology:**
Unit 6, Family Overview	Google Sheets may be used where applicable.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
permanent accounts, temporary accounts, closing entries, post-closing trial balance, accounting cycle	N/A
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Students will apply math skills and analysis to complete closing entries and a post-closing trial balance.	• All accounts carry balances from one fiscal period to the next. • A post-closing trial balance is the same thing as a balance sheet.
Connections to Prior Units:	**Connections to Future Units:**
Students must be able to read and interpret information contained on a work sheet.	• Closing entries must be journalized to reset temporary accounts to begin the new fiscal year with a zero balance. • A post-closing trial balance must balance before a new fiscal period may begin.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	Action & Expression	Engagement
Lesson 1-2	• Provide a step-by-step example showing how to journalize and post closing entries, including identifying which accounts are closed and why. • Use a visual guide or video to demonstrate how closing entries affect revenue, expense, income summary, and owner's capital accounts.	• Allow students to practice journalizing and posting closing entries using sample data from a completed worksheet or general ledger. • Give students the option to explain the process through a written summary, checklist, or recorded walkthrough.	• Use a simulation where students act as end-of-year accountants closing the books for a fictional business. • Include a challenge activity where students identify and correct errors in a set of closing entries.
Lesson 3	• Provide a completed example of a post-closing trial balance with labeled columns and highlighted permanent accounts (assets, liabilities, and owner's equity). • Use a visual guide or video explanation to show how to transfer balances from the general ledger after closing entries have been posted.	• Allow students to prepare a post-closing trial balance using sample general ledger accounts, with the option to use a printed form or digital spreadsheet. • Give students the choice to explain the purpose and process through a written summary, flowchart, or short verbal/video presentation.	• Use a real-world scenario where students wrap up the accounting cycle for a small business by preparing a post-closing trial balance. • Include a partner activity where students compare their post-closing trial balances to check for accuracy and understanding.

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

	Emerging	Expanding	Bridging
LT 1	Identify revenue, expense, and capital accounts using visuals/templates. Use frames: "I close ___ to ___ because ___."	Journalize and post entries with support, using correct accounts and formatting. Explain the purpose of closing entries in resetting temporary accounts.	Analyze impact of closing entries on owner's equity and explain their importance in preparing for the next fiscal period using precise academic language.
LT 2	Recognize permanent accounts (Cash, Capital) with visual supports. Use sentence starters like: "I write ___ because it is a ___ account."	Use a completed general ledger to prepare the post-closing trial balance and explain how it confirms account balances.	Evaluate its purpose in verifying that temporary accounts are closed and the business is ready for the next fiscal cycle, using technical accounting language.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1 -2	**Learning Target 1** I can journalize and post closing entries for a service business organized as a proprietorship.	• I can explain the purpose of closing entries in the accounting cycle. • I can identify which accounts need to be closed: Revenue, Expense, Income Summary, Owner's Drawing account • I can record closing entries in the general journal with appropriate dates and explanations. • I can post closing entries to the general ledger. • I can verify that all temporary accounts have zero balances after closing entries are posted. • I can explain how closing entries prepare the accounts for the next accounting period.
3	**Learning Target 2** I can prepare a post-closing trial balance for a service business organized as a proprietorship.	• I can explain the purpose of a post-closing trial balance and when it is prepared in the accounting cycle. • I can identify which accounts remain open after closing entries • I can correctly list account titles and balances in the appropriate debit or credit column. • I can total the debit and credit columns and verify that they are equal. • I can format the post-closing trial balance with a proper heading that includes the company name, report title, and date. • I can explain how the post-closing trial balance helps confirm that the general ledger is ready for the next accounting period.
4 - 5	Includes all learning targets related to closing entries and a post-closing trial balance.	Includes success criteria for lessons 1-3.

Unit Title:	
Unit 7 - Special Journals and Subsidiary Ledgers	
Relevant Standards:	
• Classify, record, and summarize data to produce needed financial information. • Perform accounts payable functions to record, control, and disburse payments to vendors. • Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services. • Perform accounting functions specific to a corporation to classify, record, and summarize corporate data.	
Essential Question(s):	**Enduring Understanding(s):**
1. What is the difference between a proprietorship and a corporation? 2. What is the difference between a service business and a merchandising business? 3. What is a special journal? 4. What are the special journals? 5. In what unique circumstances would the special journals not be utilized? 6. What are contra accounts and how are they used?	1. A proprietorship is owned by one individual whereas a corporation is owned by stockholders. 2. A service business sells services. A merchandising business sells products. 3. A special journal is used for specific, commonly occurring transactions. 4. The special journals are the purchases journal, sales journal, cash receipts journal, and cash payments journal. 5. The general journal is used to record transactions that cannot be recorded in a special journal. 6. Contra accounts reduce the book value of their related account.
Demonstration of Learning:	**Pacing for Unit**

• Students will complete problems in which they must successfully analyze transactions to determine in which journal to use then correctly record transactions using one or more of the following journals:
  ○ sales journal
  ○ purchases journal
  ○ cash receipts journal
  ○ cash payments journal
  ○ general journal
• Students will complete problems in which they must post from all the journals to the general ledger and the two subsidiary ledgers:
  ○ Accounts payable subsidiary ledger
  ○ Accounts receivable subsidiary ledger
• Students will complete problems in which they will prepare Schedules of Accounts Payable and Schedules of Accounts Receivable
	19 Block Periods

Family Overview (link below)	**Integration of Technology:**
Unit 7, Family Overview	Google Sheets may be used where applicable.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
merchandise, merchandising business, retail merchandising business, wholesale merchandising business, corporation, share of stock, stockholder, capital stock, vendor, subsidiary ledger, accounts payable ledger, controlling account, merchandise inventory, perpetual inventory, periodic inventory, physical inventory, cost of merchandise, purchase order, special journal, purchase on account, purchases journal, special amount column, purchase invoice, terms of sale, cash payments journal, list price, trade discount, net price, cash discount, general amount column, purchases discount, contra	N/A

account, schedule of accounts payable, markup, accounts receivable ledger, sales tax, sales journal, cash sale, point-of-sale (POS) terminal, terminal summary, batch report, batching out, cash receipts journal, sales discount, schedule of accounts receivable, general journal, purchase return, purchases allowance, debit memorandum, sales return, sales allowance, credit memorandum, retained earnings, dividends, board of directors	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Students must be able to read and analyze transactions in order to complete complex, multi-step processes.	• All transactions are recorded on the General Journal. • All transactions are posted to the General Ledger.
Connections to Prior Units:	**Connections to Future Units:**
Students must be able to understand the process for journalizing and posting transactions.	The information recorded in the journals ultimately feeds the financial statements.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	Action & Expression	Engagement
Lesson 1-2	• Provide a comparison chart that outlines the key characteristics of service, retail, and wholesale businesses, as well as the features of sole proprietorships vs. corporations. • Use short videos or real-world examples to illustrate how each business type operates and is structured legally and financially.	• Allow students to demonstrate understanding by creating a written comparison, infographic, or presentation describing each type of business and ownership structure. • Provide a classification activity where students sort business examples into the correct categories and explain their reasoning.	• Use a research activity where students explore local or well-known businesses and identify their type and ownership structure. • Include a role-play or simulation where students "pitch" a business idea and decide what type of business and ownership structure best fits their model.
Lesson 2-17	• Provide labeled examples of special journals (sales, purchases, cash receipts, cash payments) and show how transactions are recorded and posted. • Use a video or teacher-led demonstration to explain how entries from special journals are posted to both the general and subsidiary ledgers.	• Allow students to complete journalizing and posting activities using sample business transactions and templates (digital or paper-based). • Give students the option to explain the process of using special journals and subsidiary ledgers through a flowchart, written summary, or recorded walkthrough.	• Use a business simulation where students act as accounting clerks processing real-world transactions across multiple journals and ledgers. • Include a group activity where students verify each other's journal entries and postings for accuracy and completeness.

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

	Emerging	Expanding	Bridging
LT 1	Match visuals or definitions to business types	Use sentence frames to describe each business type	Compare types and analyze how they affect accounting practices
LT 2	Recognize ownership types using visuals	Use comparison phrases to describe differences	Evaluate structures and justify based on scenarios
LT 3	Match ledger visuals to controlling account	Use guided phrases to describe each ledger's role	Analyze discrepancies and suggest reconciliation steps
LT 4	Sequence visuals of ordering steps	Use sentence starters to describe steps	Evaluate and suggest improvements in procedures
LT 5	Match journal names to transactions	Use sentence frames to explain journal use	Analyze customization of journals for business needs
LT 6	Identify correct places on template	Use sentence frames to explain entries	Analyze purchase scenarios and recommend documentation
LT 7	Match transactions to ledger accounts	Use structured statements for posting	Identify errors and explain corrections needed

LT 8	Identify journal format using visuals	Use sentence starters to describe entries	Evaluate entries for accuracy and consistency
LT 9	Identify petty cash forms and receipts	Use sentence frames to describe spending and replenishment	Analyze reports and recommend policy improvements
LT 10	Match entries to ledger accounts	Use guided phrases to describe posting	Describe posting errors and financial consequences
LT 11	Match customer names to controlling total	Use sentence frames to connect individual and total balances	Analyze reconciliation reports and suggest strategies
LT 12	Identify journal entry locations	Use sentence frames to assign sales to accounts	Evaluate accuracy and link to accounts receivable
LT 13	Match amounts to correct accounts	Use guided language to describe dual posting	Recommend checks and balances for conflicts
LT 14	Identify locations for cash vs. credit	Use structured entries to show separation	Analyze trends and their business implications
LT 15	Identify receipts with visual aids	Use sentence starters to record receipts	Analyze payment patterns and suggest improvements
LT 16	Match payment to correct accounts	Use structured statements to describe posting	Recommend solutions for delays or discrepancies
LT 17	List balances or use visual template	Use sentence frames to total and summarize	Evaluate trends and assess credit risk
LT 18	Identify format components	Use sentence starters to explain entries	Justify and analyze journal entries
LT 19	Recognize return documents	Use frames to describe recording returns	Recommend procedural adjustments based on trends
LT 20	Match terms with visuals	Use structured phrases to explain relationships	Analyze effects on growth and equity
LT 21	Identify declaration and payment dates	Use sentence frames to describe timeline	Analyze financial and tax impacts of dividend policies

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	**Learning Target 1** I can distinguish among service, retail merchandising, and wholesale merchandising businesses.	• I can define a service business, retail merchandising business, and wholesale merchandising business. • I can identify examples of each type of business.
2	**Learning Target 2** I can identify differences between a sole proprietorship and a corporation.	• I can define a sole proprietorship and a corporation. • I can compare the characteristics of a sole proprietorship vs. a corporation.
	Learning Target 3 I can explain the relationship between a subsidiary ledger and a controlling account.	• I can define a subsidiary ledger and a controlling account. • I can explain how the total of the subsidiary ledger equals the balance of the controlling account.
3	**Learning Target 4** I can describe accounting procedures used in ordering merchandise.	• I can define key documents used in the purchasing process (e.g., purchase requisition, purchase order, invoice). • I can explain the steps a business takes when ordering merchandise. • I can describe how purchase orders help manage inventory and spending.
	Learning Target 5 I can discuss the purpose of a special journal.	• I can define a special journal and explain how it differs from a general journal. • I can identify common types of special journals purchases journal, sales journal, cash payments journal, cash receipts journal).

		• I can explain why businesses use special journals to improve efficiency and organization. • I can match different types of transactions to their appropriate special journals.
	Learning Target 6 I can journalize purchases of merchandise on account using a purchases journal.	• I can recognize transactions that should be recorded in the purchases journal. • I can enter the correct date, vendor name, invoice number, and amount in the purchases journal. • I can maintain accuracy and consistency in journal formatting. • I can explain how purchasing journals simplify the recording of frequent, similar transactions.
4	**Learning Target 7** I can post merchandise purchases to both the accounts payable ledger and the general ledger accurately.	• I can post the purchase amount to the individual vendor's account in the accounts payable ledger. • I can post the total of the Purchases Journal to the general ledger "Accounts Payable" and "Purchases" account. • I can record posting references to track where entries were made. • I can verify that posting is complete and accurate by comparing journal totals with ledger balances.
5	**Learning Target 8** I can record cash payments using a cash payments journal.	• I can identify transactions that should be recorded in the cash payments journal. • I can enter the correct date, payee, check number, and amount in the cash payments journal. • I can correctly classify payments by selecting the appropriate account. • I can ensure all cash payments are recorded accurately and in chronological order. • I can explain the purpose of the cash payments journal in organizing payment transactions.
6	**Learning Target 9** I can record the replenishment of a petty cash fund.	• I can calculate the amount needed to replenish the petty cash fund to its original balance. • I can identify the accounts affected by petty cash replenishment. • I can prepare a journal entry to record the replenishment using correct debit and credit entries. • I can explain why replenishing petty cash is important for accurate recordkeeping.
7	**Learning Target 10** I can post cash payments accurately to both the accounts payable ledger and the general ledger.	• I can post the cash payment amount to the vendor's account in the accounts payable ledger, reducing the amount owed. • I can post the cash payment amount to the general ledger's Accounts Payable account. • I can post the corresponding credit to the Cash account in the general ledger. • I can record posting references to show where the transactions were posted.
8 - 9	Includes all learning targets related to purchases and cash payments.	Includes success criteria for lessons 1-8.
10	**Learning Target 11** I can explain the relationship between the accounts receivable ledger and its controlling account.	• I can define a controlling account and a subsidiary ledger. • I can describe how individual customer accounts in the accounts receivable ledger make up the total balance of the controlling account. • I can explain why it is important for the total of the subsidiary ledger to match the balance of the controlling account.
	Learning Target 12	• I can identify transactions that should be recorded in the sales journal.

	I can record sales on account using a sales journal.	• I can record the correct accounts receivable and sales amounts in the journal. • I can explain how the sales journal helps streamline the recording of sales transactions.
11	**Learning Target 13** I can post sales on account to both the accounts receivable ledger and the general ledger.	• I can identify sales on account transactions that need to be posted.I can post the correct amounts to individual customer accounts in the accounts receivable subsidiary ledger. • I can post the total amount of sales on account to the Accounts Receivable and Sales accounts in the general ledger. • I can explain how the sum of the balances in the accounts receivable ledger equals the balance in the controlling account.
12	**Learning Target 14** I can record cash and credit card sales using a cash receipts journal.	• I can identify transactions that represent cash or credit card sales. • I can record credit card sales as cash received and explain why they are treated that way in accounting.
	Learning Target 15 I can journalize cash receipts on account using a cash receipts journal.	• I can record the payment in the Accounts Receivable Credit column of the cash receipts journal.
13	**Learning Target 16** I can post cash receipts to an accounts receivable ledger and a general ledger.	• I can identify which cash receipt transactions affect accounts receivable. • I can post the correct amounts to individual customer accounts in the accounts receivable subsidiary ledger.
	Learning Target 17 I can prepare a schedule of accounts receivable.	• I can identify and list all customer accounts with outstanding balances from the accounts receivable ledger. • I can verify that the total of the schedule equals the balance in the Accounts Receivable controlling account in the general ledger. • I can format the schedule with an appropriate heading. • I can explain how the schedule helps verify the accuracy of customer balances and supports financial reporting.
14 -15	Includes all learning targets related to sales and cash receipts.	Includes success criteria for lessons 10-13.
16	**Learning Target 18** I can use the General Journal to record transactions for a retail merchandising business.	• I can identify transactions that should be recorded in the general journal. • I can explain why certain transactions are recorded in the general journal instead of special journals.
	Learning Target 19 I can journalize and post transactions for the return of merchandise.	• I can define purchase returns and purchase allowances and explain the difference between them. • I can record the return or allowance properly in the general journal. • I can post the journal entry amounts to the correct accounts in the general ledger. • I can explain how these transactions affect the cost of merchandise and liabilities.
17	**Learning Target 19** I can journalize and post transactions for the return of merchandise.	• I can define sales returns and sales allowances and explain the difference between them. • I can journalize sales returns and allowances using the general journal. • I can post amounts to customer accounts in the accounts receivable subsidiary ledger and the controlling account “Accounts Receivable” in the general ledger. • I can explain how these transactions affect revenue and customer account balances.
	Learning Target 20	• I can define retained earnings and dividends.

	I can explain the relationship between retained earnings and dividends.	• I can explain how dividends are distributions of a corporation's earnings to its shareholders. • I can describe how paying dividends decreases retained earnings.
	Learning Target 21 I can account for the declaration and payment of dividends.	• I can prepare a journal entry to record the declaration of dividends, increasing liabilities. • I can prepare a journal entry to record the payment of dividends, reducing liabilities and cash. • I can explain the difference between the date of declaration and the date of payment.
18 - 19	Includes all learning targets related to sales returns/allowances, purchase returns/allowances and dividends.	Includes success criteria for lessons 16-17.

Unit Title:	
Unit 8 - End-of-Fiscal Period for a Corporation	
Relevant Standards:	
• Classify, record, and summarize data to produce needed financial information.	
Essential Question(s):	**Enduring Understanding(s):**
1. What is the purpose of adjusting entries? 2. What is the purpose of closing entries? 3. What is the purpose of a post-closing trial balance?	1. The purpose of adjusting entries is to bring selected account balances up-to-date at the end of the fiscal period. 2. The purpose of closing-entries is to prepare temporary accounts for the new fiscal period. 3. The purpose of a post-closing trial balance is to prove that the permanent accounts are in balance in preparation for a new fiscal period.
Demonstration of Learning:	**Pacing for Unit**
• Students will complete problems in which they will successfully journalize and post adjusting and closing entries reflecting both a net income and a net loss. • Students will complete problems in which they will prepare a post-closing trial balance for a corporation.	16 Block Periods
Family Overview (link below)	**Integration of Technology:**
Unit 8, Family Overview	Google Sheets may be used where applicable.
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
unadjusted trial balance, accrued, depreciation, tax bracket, operating revenue, net sales, cost of merchandise sold, gross profit, operating expenses, income from operations, statement of stockholder's equity, par value, current liabilities, long-term liabilities, supporting schedule	N/A
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Students must be able to follow multi-step, complex processes to prepare financial statements and close out the books for the end of the fiscal year. • Students must be able to synthesize their knowledge to understand and analyze financial statements.	• All accounts carry balances from one fiscal period to the next. • A post-closing trial balance is the same thing as a balance sheet.
Connections to Prior Units:	**Connections to Future Units:**
Students must be able to read and interpret information contained in the ledgers.	Content in this curriculum is used as the basis for the units in the Accounting 2 course.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	**Action & Expression**	**Engagement**
Lesson 1	• Provide a sample unadjusted trial balance with labeled columns and a step-by-step example pulled from general ledger balances. • Use a video or teacher-led demonstration to show how to transfer balances from the ledger and check for accuracy.	• Allow students to complete an unadjusted trial balance using sample ledger accounts, either on paper or in a spreadsheet. • Offer students the option to explain the process through a written summary, checklist, or annotated example.	• Use a realistic business scenario where students act as bookkeepers preparing a trial balance for a company's end-of-period records. • Include a peer-check activity where students exchange and review each other's trial balances to verify if debits equal credits.
Lesson 2-4	• Provide examples of common adjusting entries (e.g., supplies used, prepaid insurance, depreciation) with clear explanations and calculations. • Use a video or guided	• Allow students to calculate adjusting entries using practice scenarios and record the entries in a worksheet or digital form. • Give students the option to	• Use real-world examples or simulations (e.g., a business preparing for year-end adjustments) to make calculations meaningful. • Include a peer activity where

	demonstration to show how to calculate and record adjusting entries based on trial balance and additional information.	explain their calculations through a written explanation, visual guide, or step-by-step recording.	students compare and discuss their adjusting entries and reasoning.
Lesson 5	• Provide a completed example of an adjusted trial balance with clear labels and color-coded adjustments. • Use a video or teacher-led demonstration to explain how to transfer adjusted balances from the worksheet to the adjusted trial balance.	• Allow students to prepare an adjusted trial balance using data from a worksheet that includes adjusting entries, either on paper or digitally. • Give students the option to explain the process through a written summary, checklist, or step-by-step walkthrough.	• Use a real-world scenario where students act as accountants finalizing the books at the end of a fiscal period. • Include a team activity where students work together to complete and verify an adjusted trial balance for a fictional business.
Lesson 8-11	• Provide clear, labeled examples of each financial statement with explanations of where the data comes from. • Use a video or guided walkthrough to demonstrate the step-by-step process of preparing each statement and explain their purposes.	• Allow students to prepare the three financial statements using sample data, either on paper or with spreadsheet software. • Give students the option to present their statements and explain the relationships among them through writing, diagrams, or presentations.	• Use a business case study where students act as accountants closing the books for a company and preparing the final statements. • Include a collaborative review where students compare their statements and discuss any differences or errors.
Lesson 12-14	• Provide examples of closing entries with explanations on which accounts are closed and why, alongside a sample post-closing trial balance. • Use a step-by-step video or visual guide showing how closing entries are journalized, posted, and how the post-closing trial balance is prepared.	• Allow students to journalize and post closing entries using sample ledger data, then prepare a post-closing trial balance on paper or digitally. • Give students options to explain the process via written reflections, flowcharts, or presentations.	• Use a simulated business scenario where students close the books at year-end and verify that only permanent accounts remain open. • Include a peer-review activity where students check each other's closing entries and trial balances for accuracy.

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

	Emerging	Expanding	Bridging
LT 1	Identify account names and balances using visuals/templates	Use sentence frames to explain placement in debit/credit columns	Transfer balances, explain errors, and analyze purpose in accounting cycle
LT 2	Use visuals to show adjustments over time	Use structured phrases to describe and calculate adjustments	Evaluate adjustment impacts and align with financial reporting
LT 3	Identify components (cost, life, salvage) using visuals	Use guided formula and explain depreciation concept	Justify method and explain financial impact over time
LT 4	Recognize where adjustments go using visual models	Use structured phrases to describe posting	Evaluate impact of adjustments on accuracy and financials
LT 5	Match tax term to visuals and recognize as expense	Use structured phrases to explain adjustments	Analyze tax adjustment impacts on liabilities and income
LT 6	Recognize changed balances using side-by-side visuals	Use structured language to transfer new balances	Compare unadjusted and adjusted balances and explain significance
LT 7	Identify parts (revenue, gross profit, etc.) with visuals	Use sentence frames to describe sections	Interpret statement and explain profitability over time
LT 8	Identify components (capital, earnings, dividends) using visuals	Use structured prompts to explain effects on equity	Analyze significance of equity in financial decisions
LT 9	Match accounts to balance sheet categories with visuals	Use sentence frames to classify and describe totals	Evaluate financial health using structured analysis
LT 10	Recognize that temporary accounts reset using visuals	Use sentence frames to describe account closures	Evaluate purpose of closing entries and their financial impact

LT 11	Identify which accounts stay open using visuals	Use sentence starters to explain why accounts remain	Prepare and evaluate accuracy for next accounting period

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	**Learning Target 1** I can prepare an unadjusted trial balance.	• I can explain the purpose of an unadjusted trial balance in the accounting cycle. • I can list all account titles and balances from the general ledger. • I can calculate the total debits and credits to ensure they are equal.
2	**Learning Target 2** I can adjust supplies, prepaid insurance, merchandise inventory, and interest receivable.	• I can determine the amount of assets and insurance expired during the period. • I can calculate the adjusting amounts by comparing beginning balances to ending values. • I can journalize and post the adjusting entries in the general journal and general ledger. • I can explain how these adjustments ensure accurate reporting of expenses and asset balances.
3	**Learning Target 3** I can calculate depreciation expense using the straight-line method.	• I can define depreciation and explain why it is recorded for long-term assets. • I can identify the necessary components for the straight-line method. • I can apply the straight-line method of depreciation • I can accurately calculate annual depreciation expense and accumulated depreciation for various assets.
4	**Learning Target 4** I can post adjusting entries to the general ledger.	• I can update account balances accurately to reflect the adjustments. • I can explain how posting adjusting entries ensures financial statements reflect accurate account values.
	Learning Target 5 I can adjust the federal income tax payable account.	• I can determine the amount of federal income tax owed based on the business's net income. • I can calculate, journalize, and post an adjusting journal entry to recognize Federal Income Tax Expense and increase Federal Income Tax Payable.
5	**Learning Target 6** I can prepare an adjusted trial balance	• I can list all account balances after adjustments have been posted. • I can calculate totals and confirm that total debits equal total credits. • I can explain how the adjusted trial balance serves as the final check before preparing financial statements.
6 -7	Includes all learning targets related to calculating and journalizing adjusting entries for a corporation.	Includes success criteria for lessons 1-6.
8 -9	**Learning Target 7** I can prepare an income statement for a merchandising business organized as a corporation.	• I can identify the key sections of an income statement for a merchandising business, • I can calculate the Net Income or Loss on an Income Statement. • I can calculate the financial ratios on an Income Statement. • I can format the income statement correctly. • I can explain how the income statement shows a corporation's profitability over a specific accounting period.
10	**Learning Target 8** I can prepare a statement of stockholders' equity for a corporation.	• I can define the purpose of a statement of stockholders' equity and explain how it shows changes in ownership equity during a fiscal period.

		• I can explain how the statement of stockholders' equity connects to the balance sheet and income statement.
11	**Learning Target 9** I can prepare a balance sheet for a business organized as a corporation.	• I can define a balance sheet and explain its purpose in showing a company's financial position at a specific point in time. • I can identify the three main sections of a corporate balance sheet. • I can verify that the balance sheet is in balance.
12 - 13	**Learning Target 10** I can prepare closing entries for a business at the end of an accounting period.	• I can explain the purpose. of closing entries in the accounting cycle. • I can identify temporary accounts that must be closed. • I can journalize and post closing entries for revenue accounts, expense accounts, Income Summary, and Dividends • I can verify that temporary accounts have zero balances after closing. • I can explain how closing entries prepare the business for the next accounting period.
14	**Learning Target 11** I can prepare a post-closing trial balance.	• I can explain the purpose of a post-closing trial balance • I can identify which accounts appear on a post-closing trial balance. • I can explain how the post-closing trial balance confirms that the general ledger is in balance and ready for the next accounting period.
15 - 16	Includes all learning targets related to end-of-fiscal period activities.	Includes success criteria for lessons 1-14.

For the most recent electronic copy of this document and access to live links:

https://shorturl.at/ecsxU

Course Title	Content Area	Grade Level	Credit (if applicable)
Grade 6 Mathematics	**Mathematics**	**Grade 6**	**N/A**

Course Description

iM Grade 6 begins with an exploration of area and surface area—an invitation for students to engage with novel ideas that they can represent concretely and visually, and reason about in intuitive ways. Starting with geometry also creates opportunities to elicit close observation, sense- and connection-making, and the exchange of ideas—elements of a healthy learning community.

The next two units introduce ratios and rates, concepts that are also new. Students learn to represent, make sense of, and solve problems about equivalent ratios, rates, unit rates, and percentages. The mathematical reasoning here constitutes major work of the grade.

In the two units that follow, students expand and deepen their prior knowledge of numbers and operations. In one unit, students explore division involving fractions, and work toward dividing a fraction by fraction. In the other, they learn to multiply and divide multi-digit, base-ten numbers, including decimals, using the standard algorithm for each operation. Building fluency with algorithms takes time and continues beyond the two units.

Next, students further their understanding of equations and expressions, including those with variables. Students consider ways to represent, justify, and generate equivalent expressions. They also use expressions and equations to describe the relationship between quantities.

From there, students are introduced to rational numbers. Students learn about negative numbers, and represent negative numbers on the number line and on the coordinate plane. They analyze and write inequalities that compare rational numbers.

Toward the end of the course, students examine data sets and distributions. They learn about statistical questions, categorical data, and numerical data. They also explore ways to describe the center and the distribution of a data set. *(https://accessim.org/6-8/grade-6/course-guide/scope-and-sequence?a=teacher#narrative)*

Illustrative Math Information for Families: https://accessim.org/6-8/grade-6/course-guide/information-for-families?a=teacher

Aligned Core Resources

https://accessim.org

CT Core Standards

National Common Core Standards

Imagine Learning iM Resources (BPS teacher login through ClassLink)

https://accessim.org/6-8/grade-6/course-guide/further-reading?a=teacher

- Empowering All Storytellers: Tips for Engaging Special Populations Using IM® v.360 for Grade 6–12
- Tackling Wordy Problems: How the Three Reads Math Language Routine Supports Access for All Learners
- Think Pair Share
- Making Sense of Story Problems
- Math Language Routines: Discourse with a Purpose

Connection to the *BPS Vision of the Graduate*

Common Core State Standards: Math Practice (MP) Standards

MP 1: Make sense of problems and persevere in solving them.
MP 2: Reason abstractly and quantitatively.
MP 3: Construct viable arguments and critique the reasoning of others.
MP 4: Model with mathematics.
MP 5: Use appropriate tools strategically.
MP 6: Attend to precision.
MP 7: Look for and make use of structure.
MP 8: Look for and express regularity in repeated reasoning.

	Lessons that Showcase Math Practice Standards							
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
MP 1	1, 11, 12, 15	1, 13–17	8, 9, 14, 17	8, 9, 15, 16	10, 11, 14	6	7, 12, 18	17
MP 2	4, 15	5, 6, 9, 12, 13, 15	1, 4, 5, 7–9, 11, 12	1–4, 6, 7, 9, 12, 16	4, 9, 11–14	5, 7, 9, 10, 16, 17, 19	1, 2, 5, 6, 8–10, 13, 16, 17	1, 2, 5, 9, 13, 15, 16, 18
MP 3	1–3, 9, 19	2, 10	1, 5	13, 16, 17	8	4, 6, 11, 13, 14, 19	3, 4, 10	2, 4, 12
MP 4	12, 19	17	4, 17	13, 17				18
MP 5	1, 19	16		6, 8				3
MP 6	1, 2, 6, 11, 13, 15–19	1, 2, 5–8, 10, 11, 13–15	6, 8–14, 16	1, 3, 6–8, 11–13	1, 6–8, 10–15	1, 4–7, 9, 11, 13, 16, 19	3–5, 7, 12, 19	2, 7, 8, 10, 17
MP 7	1, 3, 6–8, 10, 11, 13–15, 18	1, 3, 4, 6, 8, 11	3, 5–7, 11, 13, 16	1, 8, 10, 11, 13	2–8, 12–14	2–5, 8–13, 15, 18, 19	1–3, 8, 11, 15, 16	2, 5, 6, 8–10, 14, 16
MP 8	4, 5, 9, 17, 18	5	2, 6, 13, 15, 16	5, 10, 14	5	4, 6–8, 12	14	11

Bristol Public Schools Vision of the Graduate

Problem Solving

- iM's focus on real-world modeling and problem-solving strategies
- Multiple solution pathways are encouraged and explored
- Students develop perseverance through challenging tasks

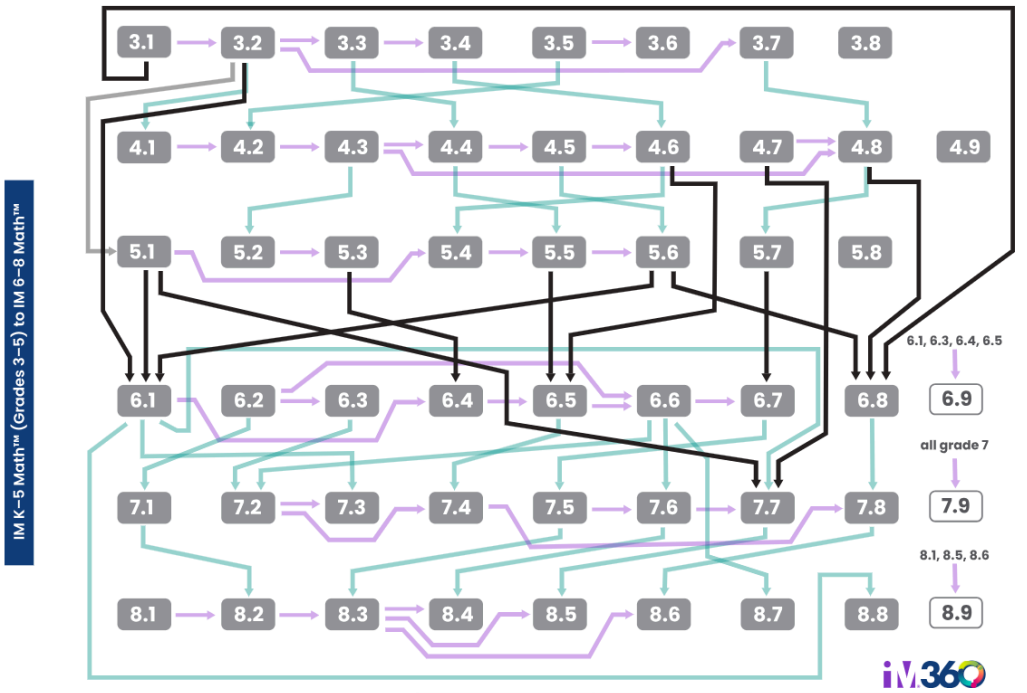
- [Unlocking Learners' Thinking Using the Mathematical Language Routines]
- [A Circumference By Any Other Name . . .]

Critical Thinking
- Students analyze mathematical relationships and justify their reasoning
- Regular opportunities to critique others' reasoning
- Emphasis on understanding "why" not just "how"

Communication and Collaboration
- Structured mathematical discourse is built into lessons
- Students explain their thinking both verbally and in writing
- Many activities involve partner and group work

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

The following chart shows unit dependencies across the curriculum for IM Grades 3–8.



	Common Core Abbreviation	Grade 6	Grade 7	Grade 8
Geometry	G	Units 1 & 4	Units 1, 3, 7	Units 1, 2, 5, 8
Ratios & Proportional Relationships	RP	Units 2 & 3	Units 2–4	
Expressions & Equations	EE	Units 6 & 7	Units 5–7	Units 2–4, 7, 8
Statistics & Probability	SP	Unit 8	Unit 8	Unit 6
The Number System	NS	Units 4, 5, & 7	Unit 5	Unit 8
Functions	F			Units 5 & 6

Link to *Equity Audit*

[Equity Curriculum Review - Math 6 (2024-25)]

Standard Matrix

Standard	Lessons																				
6.EE.A	U1L17	U5L5																			
6.EE.A.1	U1L17	U1L18	U6L12	U6L13	U6L14	U6L15															
6.EE.A.2	U6L7	U6L10	U6L11	U6L19																	
6.EE.A.2.a	U1L5	U1L9	U1L18	U6L7																	
6.EE.A.2.b	U4L1	U7L10																			
6.EE.A.2.c	U1L5	U1L6	U1L9	U1L10	U6L14	U6L15															
6.EE.A.3	U6L10	U6L11																			
6.EE.A.4	U6L8	U6L10	U6L11																		
6.EE.B	U6L4																				
6.EE.B.5	U6L2	U6L3	U6L4	U6L5	U6L15	U7L9	U7L10														
6.EE.B.6	U6L2	U6L3	U6L5	U6L6	U6L7	U7L8	U7L10														
6.EE.B.7	U6L3	U6L4	U6L5	U6L6	U6L19																
6.EE.B.8	U7L8	U7L9	U7L10																		

6.EE.C.9	U6L16	U6L17	U6L18	U6L19																		
6.G.A	U9L1																					
6.G.A.1	U1L2	U1L3	U1L4	U1L5	U1L6	U1L7	U1L8	U1L9	U1L10	U1L11	U1L19	U4L14										
6.G.A.2	U1L15	U4L14	U4L15	U4L17																		
6.G.A.3	U7L15	U7L19																				
6.G.A.4	U1L12	U1L13	U1L14	U1L15	U1L16	U1L18	U1L19															
6.NS.A	U9L11																					
6.NS.A.1	U4L4	U4L5	U4L6	U4L7	U4L8	U4L9	U4L10	U4L11	U4L12	U4L13	U4L14	U4L16	U4L17									
6.NS.B	U5L5	U5L6	U9L1	U9L4																		
6.NS.B.2	U5L9	U5L10	U5L11	U5L12	U5L13	U5L14																
6.NS.B.3	U5L2	U5L3	U5L4	U5L7	U5L8	U5L9	U5L13	U5L14	U5L15	U6L4	U8L12	U9L8										
6.NS.B.4	U7L16	U7L17	U7L18																			
6.NS.C	U7L4																					
6.NS.C.5	U7L1	U7L5																				
6.NS.C.6	U7L1	U7L2	U7L4	U7L7	U7L14																	
6.NS.C.6.a	U7L2	U7L4																				
6.NS.C.6.b	U7L11	U7L12	U7L14																			
6.NS.C.6.c	U7L2	U7L11	U7L12	U7L13	U7L15																	
6.NS.C.7	U7L4	U7L6	U7L7																			
6.NS.C.7.a	U7L3	U7L7	U7L9																			
6.NS.C.7.b	U7L3	U7L8																				
6.NS.C.7.c	U7L6	U7L13																				
6.NS.C.7.d	U7L6	U7L7																				
6.NS.C.8	U7L11	U7L13	U7L14	U7L15	U7L19																	
6.RP.A	U2L17	U3L17	U9L1	U9L4																		
6.RP.A.1	U2L1	U2L2	U2L3	U2L4	U2L5	U9L5																
6.RP.A.2	U2L10	U3L4	U3L5	U3L6	U3L8	U9L8																
6.RP.A.3	U2L6	U2L7	U2L10	U2L11	U2L12	U2L13	U2L14	U2L15	U2L16	U3L5	U3L6	U3L7	U3L9	U3L15	U3L17	U9L2	U9L3	U9L5	U9L6	U9L8	U9L9	
6.RP.A.3.a	U2L11	U2L12	U2L13	U6L16	U6L17																	
6.RP.A.3.b	U2L8	U2L9	U2L10	U3L4	U3L5	U3L6	U3L7	U3L8	U3L9	U6L17												
6.RP.A.3.c	U3L10	U3L11	U3L12	U3L13	U3L14	U3L15	U3L16	U6L6	U9L5	U9L9												
6.RP.A.3.d	U3L2	U3L3	U9L2																			
6.SP.A	U8L2																					
6.SP.A.1	U8L2	U8L3	U8L6	U8L7	U8L17																	
6.SP.A.2	U8L4	U8L5	U8L7	U8L8	U8L11	U8L18																
6.SP.A.3	U8L6	U8L9	U8L10	U8L11																		
6.SP.B	U8L1	U8L2	U8L4	U8L5	U8L7	U8L9	U8L13	U8L18														
6.SP.B.4	U8L3	U8L4	U8L5	U8L6	U8L7	U8L8	U8L16	U8L17														
6.SP.B.5	U8L17																					
6.SP.B.5.a	U8L3	U8L4																				
6.SP.B.5.b	U8L2	U8L3	U8L5	U8L6	U8L7	U8L14																
6.SP.B.5.c	U8L9	U8L10	U8L11	U8L12	U8L13	U8L14	U8L15	U8L16	U8L18													
6.SP.B.5.d	U8L12	U8L14	U8L15	U8L16	U8L18																	

Unit Links

Use of Instructional Time (181 School Days)

- ➔ 162 iM Content and Assessment Days
- ➔ 6 Climate and Culture Days: 2 days at start of year, 2 shortened days before breaks, and 2 days at end of year
- ➔ 9 IAB Days: 1 day Strategic Review and 2 day IAB in fall, winter, and spring
- ➔ 4 SBA Days: 1 day Strategic Review and 3 day SBA

Unit Title:

Unit 1: Area and Surface Area

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1		Lesson 11	6.G.A.1
Lesson 2	6.G.A.1	Lesson 12	6.G.A.4
Lesson 3	6.G.A.1	Lesson 13	6.G.A.4
Lesson 4	6.G.A.1	Lesson 14	6.G.A.4
Lesson 5	6.EE.A.2.a 6.EE.A.2.c 6.G.A.1	Lesson 15	6.G.A.2 6.G.A.4
Lesson 6	6.EE.A.2.c 6.G.A.1	Lesson 16	6.G.A.4
Lesson 7	6.G.A.1	Lesson 17	6.EE.A 6.EE.A.1
Lesson 8	6.G.A.1	Lesson 18	6.EE.A.1 6.EE.A.2.a 6.G.A.4
Lesson 9	6.EE.A.2.a 6.EE.A.2.c 6.G.A.1	Lesson 19	6.G.A.1 6.G.A.4
Lesson 10	6.EE.A.2.c 6.G.A.1		

Essential Question(s):

- What is the meaning of "area," and how can it help us understand shapes and their measurements?
- What is the relationship of the base and height for parallelograms and triangles, and why is knowing the base and height essential to finding the area of a shape?
- What characteristics define polygons, polyhedra, and their nets, and how can we use these features to calculate surface area?
- How can we find the area of complex shapes by decomposing them into simpler parts and rearranging them?
- How do surface area and volume differ, and why might two objects with the same surface area have different volumes?

Enduring Understanding(s):

- Area represents the amount of two-dimensional space a shape covers and is a fundamental measurement in geometry and real-world contexts.
- Finding the base and height is necessary for calculating the area of parallelograms and triangles.
- Mathematical formulas, such as those for the areas of parallelograms and triangles and volume of cubes, are powerful tools derived from reasoning and patterns, enabling efficient and accurate calculations.
- Complex shapes can be broken down into simpler components, and their areas can be rearranged to better understand and calculate the total area.
- Surface area refers to the total area covering the outside of a shape, while volume measures the space inside it.

Demonstration of Learning:

Checkpoint A is an opportunity for feedback
CFA 1: Checkpoint B (after lesson 6)
CFA 2: Checkpoint C (after lesson 11)
MoU: Assessment A (after lesson 11)
Checkpoint D is an opportunity for feedback
CFA 3 Checkpoint E (after lesson 18)
EoU: Assessment A (after lesson 19)

Pacing for Unit

24 Days
Lesson Modifications:

- Combine 6.1.1 and 6.1.2
- Remove 6.1.16 - An optional lesson. Late unit exploration
- Move to outside of class 6.1.19 - Culminating lesson. Optional given time constraints.

Family Overview

Family Resources: Area and Surface Area
Recursos Familiares: Área y área de superficie

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

	New Terminology	
Lesson	receptive	productive
6.1.1	area, region, plane, gap, overlap	
6.1.2	area, compose, decompose, rearrange, two-dimensional	
6.1.3	shaded, strategy	

Aligned Unit Materials, Resources, and Technology

Lesson 1: Tiling the Plane
Interactive pattern exploration applet that allows students to:

- View patterns on a triangular grid
- Frame repeating larger hexagons
- Isolate and manipulate individual shapes

Lesson 2: Finding Area by Decomposing and Rearranging
Visualization applet for:

6.1.4	parallelogram, opposite (sides or angles)	quadrilateral
6.1.5	base (of a parallelogram or triangle), height, corresponding, expression, represent	
6.1.6	horizontal, vertical	
6.1.7	identical	parallelogram
6.1.8	diagram	base (of a parallelogram or triangle), height, compose, decompose, rearrange
6.1.9	opposite vertex	
6.1.10	vertex, edge	
6.1.11	polygon	horizontal, vertical
6.1.12	face, surface area	area, region
6.1.13	polyhedron, net, prism, pyramid, base (of a prism or pyramid), 3D	polygon, vertex, edge, face
6.1.15		prism, pyramid
6.1.16	volume, appropriate, quantity	two-dimensional, three-dimensional
6.1.17	squared, cubed, exponent, edge length	
6.1.18	value (of an expression)	squared, cubed, net
6.1.19	estimate, description	surface area, volume

- Manipulating rectangles and right triangles
- Exploring decomposition and rearrangement of shapes
- Understanding area conservation

Lesson 4: Parallelograms

Area exploration applet featuring:

- Pre-loaded rectangles and right triangles
- Tools for visualizing decomposition and rearrangement
- Support for understanding parallelogram area

Lesson 13-14: Polyhedra and Nets

3D visualization tools for:

- Manipulating and rotating polyhedra
- Exploring nets and their relationships to 3D shapes
- Assembling nets into polyhedra

These applets support key learning goals around **area, shape composition/decomposition**, and **spatial visualization**.

Students are likely to need physical tools to support their reasoning:

Tracing paper is an excellent tool for verifying that figures "match up exactly." At all times in the unit, each student should have access to a geometry toolkit, which contains tracing paper, graph paper, colored pencils, scissors, and an index card to use as a straightedge or to mark right angles. Access to the toolkit also enables students to practice selecting appropriate tools and using them strategically (MP5). In a digitally enhanced classroom, apps and simulations should be considered additions to their toolkits, not replacements for physical tools.

Opportunities for Interdisciplinary Connections:

CTE

- Design efficient packaging solutions
- Calculate material needs for construction
- Optimize surface area for solar panels
- Plan conservation of materials
- Design efficient room layouts
- Plan webpage layouts

Art

- Create nets for 3D sculptures
- Plan murals for walls

Social Studies

- Calculate land area on maps
- Study population density
- Compare pricing for different areas

Anticipated misconceptions:

- Students incorrectly identify a height as the slanted side in relationship to the base.
- Students fail to divide by 2 or multiply by ½ when finding the area of a triangle.
- Students confuse finding the area of a shape with finding the perimeter.
- Students find area instead of surface area and vice versa when solving a problem.
- Students use square units to label volume .
- Students use one-dimensional units for area and surface area.

See teacher's guide for specific misconceptions aligned to each lesson.

Connections to Prior Units:

In grade 3, students found the area of rectangles with whole-number side lengths. They also found the area of rectilinear figures by decomposing them into non-overlapping rectangles and adding those areas. Students used a formula for the area of rectangles in grade 4 and found the area of rectangles with fractional side lengths in grade 5.

Essential prior concepts to engage with this unit:

- Properties of 2-D and 3-D figures
- Concept of area using rectangular prisms

Relevant Unit(s)/Lesson(s) to Review:

N/A

Connections to Future Units:

Students will draw on the work here to further study exponents later in grade 6 and to find volumes of prisms and pyramids in grade 7. Their understanding of "two figures that match up exactly" will support their work on congruence and rigid motions in grade 8.

See Adaptation Pack in the IL Classroom (6.1 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.

Differentiation through *Universal Design for Learning*

Multiple Representations & Tools (Multiple Means of Representation)

- Physical tools (tracing paper, graph paper, scissors)
- Visual models (nets, diagrams)
- Digital tools (see iM provided applets)
- Geometric manipulatives

Compare, Explain, Describe (Action & Expression)

- Comparing geometric patterns and shapes
- Explaining area-finding strategies
- Describing features of polyhedra

Progressive Language Development (Engagement & Expression)

- Building from informal to formal geometric vocabulary
- Connecting visual and verbal descriptions
- Developing precise language about 2D and 3D shapes

The routines in this unit particularly support:

- Hands-on exploration with multiple tools
- Building conceptual understanding through visualization
- Developing geometric reasoning and communication

Related *CELP standards* aligned to Learning Targets:

In this unit, teachers can anticipate students using language for mathematical purposes, such as comparing, explaining, and describing. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Compare

- Geometric patterns and shapes (Lesson 1).
- Strategies for finding areas of shapes (Lesson 3) and polygons (Lesson 11).
- The characteristics of prisms and pyramids (Lesson 13).
- The measurements and units of 1-, 2-, and 3-dimensional attributes (Lesson 16).
- Representations of area and volume (Lesson 17).

Explain

- How to find areas by composing (Lesson 3).
- Strategies used to find areas of parallelograms (Lesson 4) and triangles (Lesson 8).
- How to determine the area of a triangle using its base and height (Lesson 9).
- Strategies to find surface areas of polyhedra (Lesson 14).

Describe

- Observations about decomposition of parallelograms (Lesson 7).
- Information needed to find the surface area of rectangular prisms (Lesson 12).
- The features of polyhedra and their nets (Lesson 13).
- The features of polyhedra (Lesson 15).
- Relationships among features of a tent and the amount of fabric needed for the tent (Lesson 19).

	Emerging	Expanding	Bridging
LT1	Count unit squares Label area units Complete "Area means __"	Explain area concept "Area is the space that __"	Define area precisely Justify area measurements Use mathematical language
LT2	Use area guides Follow solution steps Show "First I __, then __"	Choose strategies with support "I found area by..."	Select efficient strategies Justify approach choices Analyze shape properties
LT3	Label parallel sides Match similar shapes Point to key features	Describe properties Explain characteristics "A parallelogram has..."	Analyze shape properties Define precisely Connect to other shapes
LT4	Label base and height Match measurements to parts Show "I need __ and __"	Explain measurement choices Describe calculation needs "To find area, I need..."	Justify measurement selection Connect to area formula Analyze measurement relationships
LT5	Follow area steps Use formula guide Complete "Area = __"	Explain formula reasoning Show why formula works "The formula works because..."	Derive area formula Justify formula logic Connect to transformations
LT6	Match related shapes Show shape parts Label "Half of __"	Explain relationships Describe connections "The triangle is related by..."	Analyze shape relationships Prove connections Use precise reasoning
LT7	Follow area steps Use visual models Show "Area = __ × __ ÷ 2"	Explain area method Connect to parallelograms "Triangle area works by..."	Derive triangle formula Justify method fully Connect multiple approaches

LT8	Match methods to shapes List solution steps Show "This way works for..."	Compare approaches Explain method choices "This strategy is better when..."	Evaluate strategies Justify method selection Analyze efficiency
LT9	Count face squares Label outside parts Complete "Surface area is __"	Explain surface area concept Describe measurement process "Surface area means..."	Define surface area precisely Connect to 2D concepts Justify measurement approach
LT10	Label faces and edges Match nets to shapes Show "This unfolds to..."	Describe shape properties Explain net relationships "The net shows..."	Analyze 3D properties Create precise nets Justify relationships
LT11	Sort measurements by type Label "Outside/Inside" Show "This measures __"	Compare attributes Explain differences "Surface area is different because..."	Analyze attribute relationships Justify distinctions Connect to real world
LT12	Follow measurement steps Use formulas with support Complete calculation guides	Apply formulas with reasoning Explain calculation process "I found __ by..."	Derive measurement formulas Justify calculation methods Connect multiple approaches
LT13	Use guided solutions Follow problem steps Show work with models	Solve with support Explain solution process "This makes sense because..."	Solve complex problems Create solution plans Justify approaches fully

Additional Sentence Frames and Stems

Section A

- I decomposed this figure into a _____ and _____ and rearranged them to make a _____.
- The area of the _____ is _____ the area of the _____ because ...
- The area of the _____ is _____ square units. I found this by ...

Section B

- I know the height of the parallelogram is _____ because it is perpendicular to the base which is _____.
- The lengths I will use to find the area of the parallelogram are _____ and _____ because...

Section C

- For a quadrilateral to be decomposed into two identical triangles, it must be (or must have) ...
- I decomposed the _____ to help me find the area of the triangle because...
- The area of the triangle is _____ because it is half the area of the parallelogram which has an area of _____.
- The height of the triangle is _____ because it is perpendicular to the base which is _____ .
- Figure _____ is/is not a polygon because ...

Section D

- The polyhedron is a pyramid/prism because ...
- The given net represents _____ because ...
- The faces of the net have individual areas of .... That means the total surface area of the polyhedron is _____.

Section E

- The area of the square is _____ , because ...
- The volume of the cube is _____ , because ...
- The surface area of the cube can be expressed like _____ because ...

Section F

- We chose our tent design because ...
- This tent design uses the least/most fabric because ...
- To find the surface area of each tent, I ...
- The amount of material needed for both tents is _____ because ...

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A Reasoning to Find Area (Lessons 1-3)	**Learning Target #1:** Understand what it means to find the area of shape. **Learning Target #2** Analyze a shape to identify a strategy to find its area.	**Lesson 1 Tiling the Plane** • I can explain the meaning of "area." **Lesson 2 Finding Area by Decomposing and Rearranging** • I can explain how to find the area of a figure that is composed of other shapes. • I know how to find the area of a figure by decomposing it and rearranging the parts. • I know what it means for two figures to have the same area. **Lesson 3 Reasoning to Find Area** • I can use different reasoning strategies to find the area of shapes.
Checkpoint A	*Responding to Student Thinking* More Chances: Students will have more opportunities to develop this understanding in later lessons. There is no need to slow down or add additional work to review this concept at this time.	

Section B Parallelograms (Lessons 4-6)	**Learning Target #3** Understand the characteristics of a parallelogram. **Learning Target #4** Understand which measurements to use to calculate the area of parallelogram. **Learning Target #5** Generalize the process for finding the area of a parallelogram.	**Lesson 4 Parallelograms** ● I can use reasoning strategies and what I know about the area of a rectangle to find the area of a parallelogram. ● I know how to describe the characteristics of a parallelogram using mathematical vocabulary. **Lesson 5 Bases and Heights of Parallelograms** ● I can identify pairs of base and height of a parallelogram. ● I can write and explain the formula for the area of a parallelogram. ● I know what the terms "base" and "height" refer to in a parallelogram. **Lesson 6 Area of Parallelograms** ● I can use the area formula to find the area of any parallelogram.
Checkpoint B	*Responding to Student Thinking* ● Problem 1: Points to Emphasize If students struggle with finding base-height pairs for parallelograms, highlight these attributes when opportunities arise over the next several lessons. For example, urge students identify at least one base and a corresponding height for each parallelogram they compose in this activity: Grade 6, Unit 1, Lesson 7, Activity 3 A Tale of Two Triangles (Part 2) ● Problem 2: Points to Emphasize If students struggle with finding the area of a parallelogram, discuss ways of doing so when opportunities arise over the next several lessons. For example, ask students to explain to a partner how to find the area of one of the parallelograms in this activity: Grade 6, Unit 1, Lesson 8, Activity 1 Composing Parallelograms ● Problem 3: Points to Emphasize If students struggle with finding an unknown base or height of a parallelogram when the area is known, emphasize the relationship between those quantities when opportunities arise over the next several lessons. For example, highlight the connections between finding area and finding a missing base or height (given two other measurements) in this practice problem: Grade 6, Unit 1, Lesson 8, Practice Problem 5	
Section C Triangles and Other Polygons (Lessons 7-11)	**Learning Target #6** Understand the relationship between identical triangles and parallelograms. **Learning Target #7** Generalize the process for finding the area of a triangle. **Learning Target #8** Compare and contrast different strategies for finding areas of polygons.	**Lesson 7 From Parallelograms to Triangles** ● I can explain the special relationship between a pair of identical triangles and a parallelogram. **Lesson 8 Area of Triangles** ● I can use what I know about parallelograms to reason about the area of triangles. **Lesson 9 Formula for the Area of a Triangle** ● I can use the area formula to find the area of any triangle. ● I can write and explain the formula for the area of a triangle. ● I know what the terms “base” and “height” refer to in a triangle. **Lesson 10 Bases and Heights of Triangles** ● I can identify pairs of base and corresponding height of any triangle. ● When given information about a base of a triangle, I can identify and draw a corresponding height. **Lesson 11 Polygons** ● I can describe the characteristics of a polygon using mathematical vocabulary. ● I can reason about the area of any polygon by decomposing and rearranging it, and by using what I know about rectangles and triangles.
Checkpoint C	*Responding to Student Thinking* ● Problem 1: Press Pause If most students struggle with identifying base-height pairs in triangles and parallelograms, make time to examine related work in the referenced section. The Course Guide provides additional ideas for revisiting earlier work. Grade 6, Unit 1, Section C Triangles and Other Polygons ● Problem 2: Press Pause If most students struggle with finding the area of a triangle using given base-height pairs or by identifying those measurements first, make time to revisit these concepts. For example, plan to do the referenced optional activity about finding a base and a corresponding height that would facilitate area calculation. The Course Guide provides additional ideas for revisiting earlier work. Grade 6, Unit 1, Lesson 10, Activity 3 Some Bases Are Better Than Others ● Problem 3: Points to Emphasize If students struggle to find the area of polygons, discuss ways to decompose polygons into triangles and parallelograms when opportunities arise in the next section. For example, provide access to colored pencils and ask students to color code the decomposed regions as they work on these practice problems: Grade 6, Unit 1, Lesson 13, Practice Problem 6	

Mid-Unit Assessment		
Section D Surface Area (Lessons 12-16)	**Learning Target #9** Understand what it means to find the surface area of a three dimensional shape. **Learning Target #10** Understand the characteristics of polyhedra and their nets. **Learning Target #11** Comprehend that surface area and volume are two different attributes of three-dimensional objects.	**Lesson 12 What Is Surface Area?** ● I know what the surface area of a three-dimensional object means. **Lesson 13 Polyhedra** ● I can describe the features of a polyhedron using mathematical vocabulary. ● I can explain the difference between prisms and pyramids. ● I understand the relationship between a polyhedron and its net. **Lesson 14 Nets and Surface Area** ● I can match polyhedra to their nets and explain how I know. ● When given a net of a prism or a pyramid, I can calculate its surface area. **Lesson 15 More Nets, More Surface Area** ● I can calculate the surface area of prisms and pyramids. ● I can draw the nets of prisms and pyramids. **Lesson 16 Distinguishing Between Surface Area and Volume** ● I can explain how it is possible for two polyhedra to have the same surface area but different volumes, or to have different surface areas but the same volume. ● I know how one-, two-, and three-dimensional measurements and units are different.
Checkpoint D	*Responding to Student Thinking* ● Problem 1: Points to Emphasize If students struggle to connect polyhedra and their nets, discuss ways to relate the two representations. Do this when opportunities arise over the next several lessons. For example, instruct students to draw at least two nets: one net that would create a cube and one that would not create a cube. As they work on this activity, ask them to explain their reasoning: Grade 6, Unit 1, Lesson 18, Activity 2 The Net of a Cube ● Problem 2: Points to Emphasize If students struggle to find the surface area, emphasize ways to find the area of each face of a polyhedron and to organize the calculations systematically. For example, when students work on the indicated practice problem, ask them to identify all of its faces and then to determine (and, possibly, record) the shape and known measurements of each face. Next, ask them to come up with a strategy for finding the area of each face and the total surface area of the prism. Ask them to repeat those steps for Prism B. Grade 6, Unit 1, Lesson 17, Practice Problem 5	
Section E Squares and Cubes (Lessons 17-18)	**Learning Target #12** Generalize a process for finding the volume and surface area of a cube.	**Lesson 17 Squares and Cubes** ● I can write and explain the formula for the volume of a cube, including the meaning of the exponent. ● When I know the edge length of a cube, I can find the volume and express it using ● appropriate units. **Lesson 18 Surface Area of a Cube** ● I can write and explain the formula for the surface area of a cube. ● When I know the edge length of a cube, I can find its surface area and express it using appropriate units.
Checkpoint E	*Responding to Student Thinking* More Chances: Students will have more opportunities to understand the mathematical ideas addressed here. There is no need to slow down or add additional work to the next lessons.	
Section F Let's Put it To Work (Lesson 19)	**Learning Target #13** Use surface area to solve real world problems.	**Lesson 19 All about Tents** ● I can apply what I know about the area of polygons to find the surface area of three dimensional objects. ● I can use surface area to reason about real-world objects.
End of Unit Assessment		

Unit Title:

Unit 2: Introducing Ratios

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1	6.RP.A.1	Lesson 10	6.RP.A.2 6.RP.A.3 6.RP.A.3.b
Lesson 2	6.RP.A.1	Lesson 11	6.RP.A.3 6.RP.A.3.a
Lesson 3	6.RP.A.1	Lesson 12	6.RP.A.3 6.RP.A.3.a
Lesson 4	6.RP.A.1	Lesson 13	6.RP.A.3 6.RP.A.3.a
Lesson 5	6.RP.A.1	Lesson 14	6.RP.A.3
Lesson 6	6.RP.A.3	Lesson 15	6.RP.A.3
Lesson 7	6.RP.A.3	Lesson 16	6.RP.A.3
Lesson 8	6.RP.A.3.b	Lesson 17	6.RP.A
Lesson 9	6.RP.A.3.b		

Essential Question(s):

- What does it mean for two quantities to be associated in a ratio, and how can we determine if ratios are equivalent?
- How do different representations (diagrams, tables, equations) help us understand and communicate ratio relationships?
- What role do unit rates play in comparing ratios and solving real-world problems?
- How do tables of equivalent ratios help us model and solve complex ratio problems?
- How does the context of a problem influence our choice of ratio solution strategy?

Enduring Understanding(s):

- Ratios can represent relationships in various contexts, such as part-to-part, part-to-whole, or comparisons between two sets of data.
- Generalizing strategies for equivalent ratios and using diagrams equips learners to solve a variety of real-world problems, such as scaling, budgeting, or comparing rates.
- The phrase "at this rate" describes a relationship, such as the cost per unit or the amount of an ingredient in a recipe per batch.
- Understanding the term “per” and how to calculate the price per item or unit enables problem-solving in various real-life situations, such as budgeting or shopping.
- Tables are a powerful tool for solving problems involving equivalent ratios, such as finding unit rates, unit prices, or quantities for consistent rates.
- Selecting the appropriate diagram (such as a tape diagram, ratio table, or double number line) is essential for organizing information and finding solutions efficiently.

Demonstration of Learning:

Checkpoint A is an opportunity for feedback
CFA 1: Checkpoint B (after lesson 5)
CFA 2 : Checkpoint C (after lesson 10)
Checkpoint D is an opportunity for feedback
CFA 3: Checkpoint E (after lesson 16)
EoU Assessment: A

Pacing for Unit

22 Days
Lesson Modifications:

- 6.2.1 and 6.2.2 combine to make sense of ratios.
- 6.2.3 and 6.2.4 have similar goals. 6.2.3 also requires physical manipulatives and could be combined with a lesson from the Accelerated course Acc6.2.2.
- 6.2.14 is optional and centers around using an additional strategy.
- 6.2.17 is optional. It is a culminating task that could be done outside of class.

Family Overview

Family Resources: Introducing Ratios
Recursos Familiares: Introducción a las razones

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

Lesson	New Terminology	
	receptive	productive

Aligned Unit Materials, Resources, and Technology

Lessons 6-7: Double Number Line Diagrams
Interactive applets for:

- Creating and labeling double number lines

6.2.1	ratio, ___ to ___, ___ for every ___	
6.2.2	diagram	
6.2.3	recipe, batch, same taste, equivalent	ratio, ___ to ___, ___ for every ___
6.2.4	mixture, same color, check (an answer)	batch
6.2.5	equivalent ratios	
6.2.6	double number line diagram, tick marks, representation	diagram
6.2.7	per	
6.2.8	unit price, how much for 1, at this rate	double number line diagram
6.2.9	constant speed, meters per second	
6.2.10	same rate	equivalent ratios
6.2.11	table, row, column	
6.2.14	calculation	per, table
6.2.15	tape diagram, parts, suppose	
6.2.16	ratio, ___ to ___, ___ for every ___	tape diagram

- Visualizing equivalent ratios
- Practicing placement of tick marks and values
- Understanding the relationship between quantities

Lessons 11-13: Ratio Tables

Tools for:

- Building ratio tables from scratch
- Finding equivalent ratios
- Understanding the relationship between tables and double number lines
- Exploring patterns in ratio tables

Throughout Unit: Ratio Visualization Tools

Interactive tools for:

- Representing ratios with discrete diagrams
- Converting between different ratio representations
- Exploring equivalent ratios visually

These applets support key learning goals around understanding **ratio relationships, finding equivalent ratios**, and **using multiple representations.**

Opportunities for Interdisciplinary Connections:

Science

- Analyze genetic ratios
- Calculate body proportions

Art

- Use golden ratio in design
- Mix paint colors using ratios
- Create proportional drawings
- Study facial proportions in portraits

Music

- Analyze rhythm ratios
- Analyze tempo relationships
- Explore frequency ratios in scales

Physical Education

- Calculate winning ratios
- Study body proportions in athletics
- Balance workout routines
- Plane exercise-to-rest ratios

Anticipated misconceptions:

- Students add or subtract a value to both quantities thinking it makes an equivalent ratio
- Students reverse the order of the quantities thinking it makes an equivalent ratios
- Students deficient with math facts struggle to find a multiplier to use to find an equivalent ratio when using a ratio table
- Students try to compare ratios without finding a quantity that is in common to make a fair comparison of the ratio by analyzing the other quantity.

See teacher's guide for specific misconceptions aligned to each lesson.

Connections to Prior Units:

It builds on previous experiences students had with relating two quantities, such as converting measurements starting in grade 3, multiplicative comparison in grade 4, and interpreting multiplication as scaling in grade 5.

Essential prior concepts to engage with this unit:

- additive reasoning
- use of a number line
- dividing one whole number by another
- multiplication as scaling

Relevant Unit(s)/Lesson(s) to Review:

- IM Grade 5, Unit 3, Lessons 10 and 12 for division using algorithms.
- IM Grade 5, Unit 6, Lesson 17 for the use of a number line and multiplication by scaling.

Connections to Future Units:

The work prepares students to reason about unit rates and percentages in the next unit, proportional relationships in grade 7, and linear relationships in grade 8.

See Adaptation Pack in the IL Classroom (6.2 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.

Differentiation through *Universal Design for Learning*

Multiple Representations (Multiple Means of Representation)
- Discrete diagrams for ratio relationships
- Double number lines for equivalent ratios
- Tables for organizing ratio relationships
- Tape diagrams for ratio comparisons

Interpret, Explain, Compare (Action & Expression)
- Interpreting ratio statements and notations
- Explaining equivalence reasoning
- Comparing different ratio situations

Progressive Language Development (Engagement & Expression)
- Building from informal ratio language ("for every", "to")
- Developing precise mathematical vocabulary
- Connecting multiple ways to express ratios

The routines in this unit particularly support:
- Understanding ratios through concrete to abstract representations
- Building connections between different ratio models
- Developing precise mathematical language about ratios

Related *CELP standards* aligned to Learning Targets:

Progression of Disciplinary Language
In this unit, teachers can anticipate students using language for mathematical purposes, such as interpreting, explaining, and comparing. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Interpret
- Statements and notations describing ratios (Lesson 2).
- Different representations of ratios (Lessons 2 and 6).
- Situations involving equivalent ratios (Lesson 8).
- Situations with different rates (Lesson 9).
- Tables of equivalent ratios (Lessons 11 and 12).
- Questions about situations involving ratios (Lesson 17).

Explain
- Reasoning about equivalence (Lesson 4).
- Reasoning about equivalent rates (Lesson 10).
- Reasoning with reference to tables (Lesson 14).
- Reasoning with reference to tape diagrams (Lesson 15).

Compare
- Situations with and without equivalent ratios (Lesson 3).
- Representations of ratios (Lessons 6 and 13).
- Situations with different rates (Lessons 9 and 12).
- Situations with same rates and different rates (Lesson 10).
- Representations of ratio and rate situations (Lesson 16).

In addition, students are expected to describe and represent ratio associations, represent doubling and tripling of quantities in a ratio, represent equivalent ratios, justify whether ratios are or aren't equivalent and why information is needed to solve a ratio problem, generalize about equivalent ratios and about the usefulness of ratio representations, and critique representations of ratios.

	Emerging	Expanding	Bridging
LT1	Match quantities in pairs Use visual models Complete "For every __, there are __"	Describe ratio relationships Explain connections "This is a ratio because..."	Analyze quantitative relationships Justify ratio definitions Use precise ratio language
LT2	Draw ratio pictures Use given diagrams Label ratio parts	Create representations Explain diagram choices "I showed the ratio by..."	Select effective representations Connect multiple forms Justify representation choices
LT3	Test if ratios match Use multiplication tables Show "These are equal when..."	Find equivalent ratios Explain testing method "I know they're equal because..."	Create general strategies Prove equivalence Use mathematical reasoning
LT4	Copy ratio diagrams Fill in missing values	Create ratio diagrams Explain diagram features	Design effective diagrams Justify diagram choices

	Follow diagram patterns	"The diagram shows..."	Connect to problem context
LT5	Use given models Match equivalent forms Show "Same ratio as..."	Choose representations Explain relationships "This shows they're equal by..."	Select optimal representations Justify method choices Connect multiple approaches
LT6	Identify same/different rates Use rate comparison guides Complete "These are __ rate"	Compare rates with support Explain rate relationships "They're the same rate because..."	Analyze rate relationships Justify comparisons Use rate reasoning
LT7	Find patterns in tables Complete missing values Show "The pattern is..."	Describe table relationships Explain number patterns "In the table, when __ then __"	Analyze table structures Justify relationships Connect to ratio concepts
LT8	Follow solution steps Point to table values Show "I used __ to find __"	Explain solution process Describe table use "The table helped me by..."	Justify solution methods Evaluate table effectiveness Connect to other strategies
LT9	Use guided approaches Follow solution steps Complete solution frames	Solve with support Explain strategy choice "I solved it by..."	Solve complex problems Create solution plans Justify approaches
LT10	Match similar methods List solution steps Show "These are alike/different"	Compare approaches Explain similarities "This way is better because..."	Evaluate methods critically Justify method preferences Analyze effectiveness

Additional Sentence Frames and Stems

Section A

- There is/are _____ for every _____.
- For every _____ there is/are _____.
- The ratio of _____ to _____ is _____ to _____ or _____:_____.

Section B

- The ratio of _____ to _____ is equivalent to the ratio _____ to _____ because ...
- To make _____ the amount of the recipe/mixture, we can _____ each ingredient by _____. Therefore, an equivalent recipe/mixture would be _____ to _____.
- I can make a ratio equivalent to _____ to _____ by _____ each value by _____.

Section C

- The ratio _____ to _____ is equivalent to _____ to _____ because the double number line _____.
- To create my double number line, I chose to make the intervals _____ and _____ because ...
- Using a _____, I know the amount of _____ per one _____ is _____ because ...
- The speed of _____ is _____ per _____ because ...

Section D

- For every _____ there is/are _____.
- I _____ to find a ratio equivalent to the ratio _____ to _____.
- I _____ both values in the ratio by _____ to get the equivalent ratio of _____ to _____.

Section E

- Each part in the tape diagram represents _____ because the ratio of _____ to _____ is _____ to _____ and the total number of items is _____.
- I chose to use a _____ to solve this problem because it helped me see the relationship between the number of _____ and the number of _____.

Section F

- If I know how many _____ are in one _____, I can _____ to find out how many _____ are in _____.
- To solve this problem, I have to assume _____. From there, I can _____ to find a solution.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A What are Ratios? (Lessons 1-2)	**Learning Target #1:** Understanding that an association between two quantities describes a ratio **Learning Target #2** Use multiple representations to describe ratio situations	**Lesson 1 Introducing Ratios and Ratio Language** • I can write or say a sentence that describes a ratio. • I know how to say words and numbers in the correct order to accurately describe the ratio. **Lesson 2 Representing Ratios with Diagrams** • I can draw a diagram that represents a ratio and explain what the diagram means. • I include labels when I draw a diagram that represents a ratio, so that the meaning of the diagram is clear.
Checkpoint A	*Responding to Student Thinking*	

	More Chances: Students will have more opportunities to understand the mathematical ideas addressed here. There is no need to slow down or add additional work to the next lessons.	
Section B Equivalent Ratios (Lessons 3-5)	**Learning Target #3** Generalize a strategy for determining if ratios are equivalent. **Learning Target #4** Create and use diagrams to represent equivalent ratios when solving problems in context	**Lesson 3 Recipes** • I can explain what it means for two ratios to be equivalent using a recipe as an example. • I can use a diagram to represent a recipe and to represent a double batch and a triple batch of the recipe. • I know what it means to double or triple a recipe. **Lesson 4 Color Mixtures** • I can explain the meaning of equivalent ratios using a color mixture as an example. • I can use a diagram to represent a single batch, a double batch, and a triple batch of color mixture. • I know what it means to double or triple a color mixture. **Lesson 5 Defining Equivalent Ratios** • If I have a ratio, I can create a new ratio that is equivalent to it. • If I have two ratios, I can decide whether they are equivalent to each other.
Checkpoint B	*Responding to Student Thinking* Points to Emphasize: If students struggle to describe whether two ratios in context are equivalent, integrate discussions about this when opportunities arise over the next several lessons. For example, ask students to describe to a partner some ways to tell that the ratios 4 : 1 and 12 : 3 are equivalent before discussing double number line diagrams in this activity: Grade 6, Unit 2, Lesson 6, Activity 1 Drink Mix on a Double Number Line	
Section C Representing Equivalent Ratios (Lessons 6-10)	**Learning Target #5** Use multiple representations to describe situations involving equivalent ratios **Learning Target #6** Analyze situations to determine if they are happening at the same rate.	**Lesson 6 Introducing Double Number Line Diagrams** • I can label a double number line diagram to represent batches of a recipe or color mixture. • When I have a double number line that represents a situation, I can explain what it means. **Lesson 7 Creating Double Number Line Diagrams** • I can create a double number line diagram and correctly place and label tick marks to represent equivalent ratios. • I can explain what the word "per" means • I can choose and create diagrams to help me reason about prices. • I can explain what the phrase “at this rate” means, using prices as an example. • If I know the price of multiple things, I can find the price per thing. **Lesson 8 How Much for One?** • I can choose and create diagrams to help me reason about prices. • I can explain what the phrase “at this rate” means, using prices as an example. · • If I know the price of multiple things, I can find the price per thing. **Lesson 9 Constant Speed** • I can choose and create diagrams to help me reason about constant speed. • If I know that an object is moving at a constant speed, and I know two of these things: the distance it travels, the amount of time it takes, and its speed, I can find the other thing. **Lesson 10 Comparing Situations by Examining Ratios** • I can decide if two situations are happening at the same rate. • I can explain what it means if two situations happen at the same rate. • I know some examples of situations where things can happen at the same rate.
Checkpoint C	*Responding to Student Thinking* • Problem 1: Press Pause: By this point in the unit, there should be some student mastery of finding equivalent ratios. If students struggle with the concepts in this Checkpoint, make time to examine related work in the section referred to here. The Course Guide provides additional ideas for revisiting earlier work. Grade 6, Unit 2, Section C Representing Equivalent Ratios • Problem 2: More Chances: Students will have more opportunities to understand the mathematical ideas addressed here. There is no need to slow down or add additional work to the next lessons.	
Section D	**Learning Target #7**	**Lesson 11 Representing Ratios with Tables**

Solving Ratio and Rate Problems (Lessons 11-14)	Understand the characteristics of a table involving equivalent ratios. **Learning Target #8** Describe how a table of equivalent ratios was used to solve a problem. **Learning Target #9** Analyze real world situations to solve problems involving equivalent ratios.	• If I am looking at a table of values, I know where the rows are and where the columns are. • When I see a table representing a set of equivalent ratios, I can come up with numbers to make a new row. • When I see a table representing a set of equivalent ratios, I can explain what the numbers mean. **Lesson 12 Navigating a Table of Equivalent Ratios** • I can solve problems about situations happening at the same rate by using a table and finding a "1" row. • I can use a table of equivalent ratios to solve problems about unit price. **Lesson 13 Tables and Double Number Line Diagrams** • I can create a table that represents a set of equivalent ratios. • I can explain why sometimes a table is easier to use than a double number line to solve problems involving equivalent ratios. • I include column labels when I create a table, so that the meaning of the numbers is clear. **Lesson 14 Solving Equivalent Ratio Problems** • I can decide what information I need to know to be able to solve problems about situations happening at the same rate. • I can explain my reasoning using diagrams that I choose.
Checkpoint D	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If students struggle with finding and applying unit rates, integrate these ideas when opportunities arise over the next several lessons. For example, prompt students to identify the unit rate and to explain how it can help with problem-solving in these practice problems: Grade 6, Unit 2, Lesson 15, Practice Problem 4 Grade 6, Unit 2, Lesson 15, Practice Problem 6 • Problem 2: Points to Emphasize: If students struggle to choose multipliers strategically when solving rate problems, integrate discussions about this when opportunities arise over the next several lessons. For example, invite students to identify one or more multipliers that are helpful and some that are less so when solving this practice problem: Grade 6, Unit 2, Lesson 16, Practice Problem 4	
Section E Part-Part-Whole Ratios (Lessons 15-16)	**Learning Target #10** Compare and contrast different representations and solution methods for the same problem.	**Lesson 15 Part-Part-Whole Ratios** • I can create tape diagrams to help me reason about problems that involve both a ratio and a total amount. • I can solve problems when I know a ratio and a total amount. **Lesson 16 Solving More Ratio Problems** • I can choose and create diagrams to help think through my solution. • I can solve all kinds of problems about equivalent ratios. • I can use diagrams to help someone else understand why my solution makes sense.
Checkpoint E	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If students struggle to solve problems that involve the sum of the quantities in a ratio, highlight strategies for reasoning about such problems as opportunities arise in upcoming sections. For example, ask students to explain or show how to tell which two numbers that add up to 35 cups are possible amounts of ingredients in the recipe in this practice problem: Grade 6, Unit 3, Lesson 1, Practice Problem 4 • Problem 2: Press Pause: If most students struggle to find and apply equivalent ratios to solve rate problems in context, make time to revisit these ideas. For example, do the optional activity referred to here, and discuss how to use equivalent ratios and diagrams to solve the problems. The Course Guide provides additional ideas for revisiting earlier work. Grade 6, Unit 2, Lesson 16, Activity 3 Cleaning Fluid and Moving Boxes	
Section F Let's Put it To Work (Lesson 17)		**Lesson 17 A Fermi Problem** • I can apply what I have learned about ratios and rates to solve a more complicated problem. • I can decide what information I need to know to be able to solve a real-world problem about ratios and rates.
End of Unit Assessment		

Unit Title:

Unit 3: Unit Rates and Percentages

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1		Lesson 10	6.RP.A.3.c
Lesson 2	6.RP.A.3.d	Lesson 11	6.RP.A.3.c
Lesson 3	6.RP.A.3.d	Lesson 12	6.RP.A.3.c
Lesson 4	6.RP.A.2 6.RP.A.3.b	Lesson 13	6.RP.A.3.c
Lesson 5	6.RP.A.2 6.RP.A.3 6.RP.A.3.b	Lesson 14	6.RP.A.3.c
Lesson 6	6.RP.A.2 6.RP.A.3 6.RP.A.3.b	Lesson 15	6.RP.A.3 6.RP.A.3.c
Lesson 7	6.RP.A.3 6.RP.A.3.b	Lesson 16	6.RP.A.3.c
Lesson 8	6.RP.A.2 6.RP.A.3.b	Lesson 17	6.RP.A 6.RP.A.3
Lesson 9	6.RP.A.3 6.RP.A.3.b		

Essential Question(s):

- What strategies can we use to determine if two units of measure are equivalent?
- What is a unit rate, and how can it be applied in different contexts?
- How are ratios, rates, and percentages related, and how do they help us solve real-world problems?
- What tools and strategies (e.g., tables, double number lines) are most useful for solving problems with unit rates and percentages?
- How can we use unit rates and percentages to compare quantities and solve practical problems that represent proportional relationships in everyday life?
- How do we use multiplication and division of fractions and decimals to solve percentage problems?

Enduring Understanding(s):

- Using conversion factors and proportional reasoning helps us to determine if two units of measure are equivalent.
- Unit rates represent a simplified ratio of two quantities and can be applied to solve problems in contexts like speed, cost, and efficiency.
- Ratios, rates, and percentages are different ways to express proportional relationships and help solve real-world problems involving comparisons and scaling.
- Mathematical tools like tables and double number lines help organize data and visually represent relationships between quantities to solve problems.
- Unit rates and percentages are essential for comparing quantities and solving practical problems that involve proportional relationships in everyday life.
- Multiplication and division of fractions and decimals are necessary for calculating and interpreting percentages in various problem-solving situations.

Demonstration of Learning:

CFA 1: Checkpoint A (after lesson 3)
CFA 2: Checkpoint B (after lesson 9)
CFA 3: Checkpoint C (after lesson 16)
EOU Assessment: A

Pacing for Unit

21 Days
Lesson Modifications:

- Lesson 2: This lesson is designed to anchor students' perception of standard units. Could remove.
- Lesson 15: This lesson presents a more efficient way for finding A% of B. Could remove.
- Lesson 17: This culminating lesson provides an application of the material learned in the unit. It could be moved to outside of class if the additional time is needed.

Family Overview

Family Resources: Unit Rates and Percentages
Recursos Familiares: Tasas unitarias y porcentajes

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

	New Terminology	
Lesson	receptive	productive
6.3.2	order	
6.3.4	(good / better / best) deal rate per 1	unit price, same speed

Aligned Unit Materials, Resources, and Technology

Lesson 2: Measurement Tools
Digital scale simulation applet for:

- Measuring mass and weight of objects
- Comparing different units of measurement
- Understanding relationships between units

Lessons 11-12: Percentage Visualization Tools
Interactive applets for:

6.3.5	unit rate	
6.3.6	result	unit rate
6.3.7		meters per second, (good / better / best) deal
6.3.8		at this rate
6.3.9	pace	speed
6.3.10	percentage ___% of	
6.3.11		tick marks
6.3.12	___% as much as	___% of
6.3.14		
6.3.15		percentage

- Creating and manipulating double number lines for percentages
- Exploring tape diagrams to represent percentages
- Converting between different percentage representations
- Understanding the relationship between percentages and fractions

Throughout Unit: Rate and Unit Rate Tools

Interactive tools for:

- Comparing rates and unit rates
- Visualizing speed and pricing scenarios
- Converting between different rate representations
- Understanding the relationship between rates and ratios

These applets support key learning goals around understanding **unit rates, converting measurements**, and **working with percentages.**

Opportunities for Interdisciplinary Connections:

Science

- Calculate rates of change in experiments
- Convert units of measurements
- Study speed and velocity rates
- Study resource consumption rates
- Analyze population growth

Social Studies

- Study voting rates
- Calculate immigration rates
- Calculate population density rates

Physical Education and Wellness

- Analyze calories per serving
- Study heart rate zones
- Study metabolic rates

Anticipated Misconceptions:

- Using the inverse of the unit rate instead of the unit rate itself.
- Not using appropriate labels from a context.
- Not multiplying the unit rate to get to a percent.
- Confusing decimals and fractions (such as ⅛ equals 1.6).
- Rounding and estimation errors, especially with decimals.
- Uneven scaling or nonproportional reasoning.

See teacher's guide for specific misconceptions aligned to each lesson.

Connections to Prior Units:

Students build on their experience with equivalent ratios and constant rates earlier in the course. They also build on knowledge of measurement and unit conversion in earlier grades. When learning about percentages, they draw on ideas about multiplicative comparison and equivalent fractions from grade 4 and multiplication of fractions from grade 5. Students begin by recalling what they know about standard units of measurement.

Essential prior concepts to engage with this unit:

- Converting units of the same scale
- Ratio reasoning
- Use of a double number line

Relevant Unit(s)/Lesson(s) to Review:

Grade 4 Unit 5: Multiplicative Comparison and Measurement

Connections to Future Units:

In grade 7, students will rely on their knowledge of equivalent ratios and unit rates to make sense of proportional relationships and constants of proportionality. Their understanding of percentages will support them in reasoning about percent increase and decrease.

See Adaptation Pack in the IL Classroom (6.3 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.

Differentiation through *Universal Design for Learning*

Multiple Representations (Multiple Means of Representation)

- Tables for equivalent ratios
- Double number line diagrams for rates
- Tape diagrams for percentages
- Visual models for unit rates

Interpret, Explain, Justify (Action & Expression)

- Interpreting unit rates in context
- Explaining measurement relationships
- Justifying comparisons of rates and percentages

Progressive Language Development (Engagement & Expression)

- Building rate language (e.g., "per", "for each")
- Connecting everyday speed language to mathematical concepts

- Developing precise percentage vocabulary

The routines in this unit particularly support:

- Understanding rates through multiple representations
- Making connections between ratios and percentages
- Building real-world context understanding

Related *CELP standards* aligned to Learning Targets:

Progression of Disciplinary Language

In this unit, teachers can anticipate students using language for mathematical purposes, such as interpreting, explaining, and justifying. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Interpret

- Unit rates in different contexts (Lesson 5).
- A context in which identifying a unit rate is helpful (Lesson 8).
- Situations involving constant speed (Lesson 9).
- Diagrams used to represent percentages (Lessons 11 and 12).
- Situations involving measurement, rate, and cost (Lesson 17).

Explain

- Reasoning for estimating and sorting measurements (Lesson 1).
- Reasoning about relative sizes of units of measurement (Lesson 2).
- Reasoning for comparing rates (Lessons 4 and 7).
- Reasoning about percentages (Lesson 11).
- Strategies for finding missing information involving percentages (Lesson 14).

Justify

- Reasoning about equivalent ratios and unit rates (Lesson 6).
- Reasoning about finding percentages (Lessons 15 and 16).
- Reasoning about costs and time (Lesson 17).

In addition, students have opportunities to generalize about equivalent ratios, unit rates, and percentages from multiple contexts and with reference to benchmark percentages, tape diagrams, and other mathematical representations. Students can also be expected to describe measurements and observations, describe and compare situations involving percentages, compare speeds, compare prices, and critique reasoning about costs and time.

	Emerging	Expanding	Bridging
LT1	Match units to objects Order units by size Complete "A ___ is longer than a ___"	Compare units with reasoning Explain size relationships "I know ___ is larger because..."	Analyze unit relationships Justify comparisons fully Make precise connections
LT2	Follow conversion steps Use conversion charts Show "__ = __ because..."	Create conversion strategies Explain method choices "To convert, I first..."	Develop efficient methods Justify conversion approaches Connect multiple strategies
LT3	Match equivalent ratios Use visual models Complete "These are equal because..."	Find equivalent ratios Explain relationships "The ratios are equal when..."	Analyze ratio relationships Prove equivalence Use proportional reasoning
LT4	Find unit prices Use rate tables Show "One ___ costs ___"	Calculate unit rates Explain rate meaning "The rate means..."	Apply rates flexibly Justify rate calculations Connect to proportions
LT5	Identify related rates Use rate pairs Complete "If __, then __"	Explain inverse relationships Show connections "When one rate is __, the other..."	Analyze rate relationships Justify inverse connections Use precise language
LT6	Show parts per 100 Use percent models Label "__ out of 100"	Connect ratios to percents Explain percent meaning "50% means..."	Apply percent concepts Justify representations Make connections fluently
LT7	Match equivalent forms Use visual models Show "This means the same as..."	Compare representations Explain similarities "This shows ___ because..."	Analyze representations Evaluate effectiveness Justify preferences
LT8	Follow percent steps Use calculation guides Show "To find __, I..."	Select solution methods Explain calculations "I solved by..."	Choose efficient strategies Justify solution methods Apply flexibly
LT 9	Use guided solutions Follow problem steps Complete solution frames	Solve with support Explain reasoning "The solution makes sense because..."	Solve complex problems Create solution plans Justify approaches fully

Additional Sentence Frames and Stems

Section A

- The ratio of _____ to _____ is equivalent to _____ per _____, and I can use that rate to find ...
- I will use _____ to measure _____ because ...
- I know there are _____ in one _____, and I used that to find how many _____ are in _____.

Section B

- Given there are _____ for every _____ in this situation, _____ will happen because ...
- The two unit rates for this scenario are _____ per _____ and _____ per _____. I chose the unit rate _____ to solve this problem because ...
- It takes more/fewer _____ than _____ to measure _____ because ...
- The better deal is _____ because ...

Section C

- I chose _____ to solve this percentage problem because ...
- _____% of _____ is _____. I know this because ...
- _____ is _____% of _____. I know this because ...
- I calculated the percent of _____ by _____. I chose this strategy because ...

Section D

- Before I purchase the materials needed to paint this room, I need to know _____.
- We should buy _____ containers to paint _____ square feet because...
- It takes each person _____ to paint _____. I can save _____ by inviting a friend to paint with me, which would save _____ because ...

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A Units of Measurement and Unit Conversion (Lessons 1-3)	**Learning Target #1** Understand and compare different units of measure, including their approximate size. **Learning Target #2** Represent a strategy to solve unit conversions, including unit rate.	**Lesson 1 Anchoring Units of Measurement** • I can name common objects that are about as long as 1 inch, foot, yard, mile, millimeter, centimeter, meter, or kilometer. • I can name common objects that weigh about 1 ounce, pound, ton, gram, or kilogram, or that hold about 1 cup, quart, gallon, milliliter, or liter. • When I read or hear a unit of measurement, I know whether it is used to measure length, weight, or volume. **Lesson 2 Measuring with Different-Size Units** • When I know a measurement in one unit, I can decide whether it takes more or less of a different unit to measure the same quantity. **Lesson 3 Converting Units** • I can convert measurements from one unit to another, using double number lines, tables, or by thinking about "how much for 1." • I know that when we measure things in two different units, the pairs of measurements are equivalent ratios.
Checkpoint A	*Responding to Student Thinking* • Problem 1: Points To Emphasize: If most students struggle to recognize a pair of measurements (of the same thing) in different units as a ratio, reinforce this idea throughout the next section. For example, in the practice problem referred to here, emphasize that the given information—10 kilograms being approximately 22 pounds—forms a ratio. This means that we can convert a measurement in one unit into the other unit by finding ratios that are equivalent to the given ratio. Grade 6, Unit 3, Lesson 6, Practice Problem 7 • Problem 2: Points To Emphasize: If most students struggle to perform unit conversion when the numbers in the given rate and in the known measurement are not related by whole-number multiples, over the next section emphasize the usefulness of finding a rate per 1. For example, when discussing the practice problem referred to here, ask students to explain why finding the weight of 1 slice of cheese might be an effective way to find the weight of 18 slices. Grade 6, Unit 3, Lesson 7, Practice Problem 1	
Section B Rates (Lessons 4-9)	**Learning Target #3** Compare ratios and determine if they are equivalent. **Learning Target #4** Understand "how much for 1" to solve ratio	**Lesson 4 Comparing Speeds and Prices** • I understand that if two ratios have the same rate per 1, they are equivalent ratios. • When measurements are expressed in different units, I can decide who is traveling faster or which item is the better deal by comparing "how much for 1" of the same unit. **Lesson 5 Interpreting Rates**

	problems in different contexts. **Learning Target #5** Recognize the inverse relationship between the two unit rates in a context.	• I can choose which unit rate to use based on how I plan to solve the problem. • When I have a ratio, I can calculate its two unit rates and explain what each of them means in the situation. **Lesson 6 Equivalent Ratios Have the Same Unit Rates** • I can give an example of two equivalent ratios and show that they have the same unit rates. I can multiply or divide by the unit rate to calculate missing values in a table of equivalent ratios. **Lesson 7 More Rate Comparisons** • I can choose how to use unit rates to solve problems. **Lesson 8 Solving Rate Problems** • I can see that thinking about "how much for 1" is useful for solving different types of problems. **Lesson 9 More about Constant Speed** • I can solve more complicated problems about constant speed situations.
Checkpoint B	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If most students struggle with recognizing both unit rates given a ratio or rate, find opportunities for students to identify and interpret unit rates in upcoming sections. For example, make time to find the unit rates in each situation when discussing the practice problem or activity referred to here. Grade 6, Unit 3, Lesson 10, Practice Problem 6 Grade 6, Unit 3, Lesson 7, Practice Problem 1 • Problem 2: Press Pause: If most students struggle to use unit rates or equivalent ratios to solve problems involving rates, make time to revisit different strategies for reasoning about such problems. For example, spend time discussing ways to solve the first several practice problems of the lesson referred to here. Invite multiple students to share their thinking. Consider recording their strategies on a chart to use for future reference. Grade 6, Unit 3, Lesson 8, Practice Problems	
Section C Percentages (Lessons 10-16)	**Learning Target #6** Understand the meaning of percentage as the rate per 100. **Learning Target #7** Compare and contrast multiple representations involving percentages. **Learning Target #8** Solve for the percentage of a given value using multiplication and division.	**Lesson 10 What Are Percentages?** • I can create a double number line diagram with percentages on one line and dollar amounts on the other line. • I can explain the meaning of percentages using dollars and cents as an example. **Lesson 11 Representing Percentages with Double Number Line Diagrams** • I can use double number line diagrams to solve different problems like "What is 40% of 60?" or "60 is 40% of what number?" **Lesson 12 Representing Percentages in Different Ways** • I can use tape diagrams and tables to solve different problems like "What is 40% of 60?" or "60 is 40% of what number?" **Lesson 13 Benchmark Percentages** • When I read or hear that something is 10%, 25%, 50%, or 75% of an amount, I know what fraction of that amount they are referring to. **Lesson 14 Solving Percentage Problems** • I can choose and create diagrams to help me solve problems about percentages. **Lesson 15 Finding This Percent of That** • I can solve different problems like "What is 40% of 60?" by dividing and multiplying. **Lesson 16 Finding the Percentage** • I can solve different problems like "60 is what percentage of 40?" by dividing and multiplying.
Checkpoint C	*Responding to Student Thinking* • Problem 1: Press Pause: If most students struggle to find percentages of a number or to identify values corresponding to 100%, make time to revisit strategies for making sense of situations involving percentages. For example, ask students to create a story or a diagram that represents each statement in these practice problems before solving them. Encourage students to explain their reasoning and to look for structure in the problems and representations. Grade 6, Unit 3, Lesson 15, Practice Problem 5	

	• Problem 2: Points to Emphasize: If students struggle with finding percentages greater than 100, plan multiple ways of reasoning about such percentages when opportunities arise over the next several lessons. For example, urge students to use double number line diagrams or tables to reason about 140% and 150% in these practice problems: Grade 6, Unit 4, Lesson 2, Practice Problem 6 Grade 6, Unit 4, Lesson 4, Practice Problem 7	
Section D Let's Put It to Work (Lesson 17)	**Learning Target #9** Use unit rates and percentages to solve real world problems.	**Lesson 17 Painting a Room** • I can apply what I have learned about unit rates and percentages to predict how long it will take and how much it will cost to paint all the walls in a room.
End of Unit Assessment		

Unit Title:

Unit 4: Dividing Fractions

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1	6.EE.A.2.b	Lesson 10	6.NS.A.1
Lesson 2	Building towards 6.NS.A	Lesson 11	6.NS.A.1
Lesson 3	Building towards 6.NS.A.1	Lesson 12	6.NS.A.1
Lesson 4	6.NS.A.1	Lesson 13	6.NS.A.1
Lesson 5	6.NS.A.1	Lesson 14	6.G.A.1 6.G.A.2 6.NS.A.1
Lesson 6	6.NS.A.1	Lesson 15	6.G.A.2
Lesson 7	6.NS.A.1	Lesson 16	6.NS.A.1
Lesson 8	6.NS.A.1	Lesson 17	6.G.A.2 6.NS.A.1
Lesson 9	6.NS.A.1		

Essential Question(s):

- How can division be understood as finding an unknown factor in a multiplication equation?
- What strategies can we use to solve division problems when the size of the group is known but the number of groups is not?
- How does dividing a number by a fraction relate to multiplying the number by the reciprocal of that fraction?
- In what ways can tape diagrams and other visual models help us understand division of fractions?
- How can we apply division of fractions to solve multi-step problems that involve fractions in different contexts involving measurements?
- How does a deeper understanding of division and multiplication of fractions prepare us for operations with decimals and variable equations?

Enduring Understanding(s):

- Division can be understood as finding an unknown factor in a multiplication equation, connecting division to multiplication and making it easier to solve fraction problems.
- Dividing a number by a fraction is the same as multiplying that number by the reciprocal of the fraction, providing a consistent method for solving fraction division problems.
- Visual models like tape diagrams help represent and clarify the division of fractions, providing a concrete way to understand how fractions relate to each other in division situations.
- Division of fractions can be applied to solve multi-step problems in real-world contexts, such as measurements of length, area, or volume, by interpreting and calculating with fractional values.
- A deeper understanding of fraction division and multiplication supports the development of skills needed for operations with decimals and for writing and solving variable equations in future math concepts.

Demonstration of Learning:

CFA 1: Checkpoint A (after lesson 3)
CFA 2: Checkpoint B (after lesson 9)
MOU: Assessment A (after lesson 9)
CFA 3: Checkpoint C (after lesson 11)
CFA 4: Checkpoint D (after lesson 15)
EoU: Assessment A

Pacing for Unit

22 Days
Lesson Modifications:

- Remove 6.4.17: This lesson is an application of the concepts from the unit. It can be moved outside of class.
- Combine Lessons 6.4.12 and 6.4.13: Focus on the application of division to lengths of objects
- Combine Lessons 6.4.14 and 6.4.15: Focus on the application of division to the volume of objects

Family Overview

Family Resources: Dividing Fractions
Recursos Familiares: División de fracciones

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

	New Terminology	
Lesson	receptive	productive
6.4.1	divisor, dividend	quotient
6.4.2	equation, interpretation, equal-size	How many groups of ___?,

Aligned Unit Materials, Resources, and Technology

Lessons 4-6: Division Visualization Tools
Interactive applets for:

- Creating and manipulating tape diagrams
- Visualizing division with fractions
- Understanding "how many groups" questions
- Exploring relationships between multiplication and division

Lessons 13-15: Area and Volume Tools

		How many ___ in each group?
6.4.3	unknown	
6.4.4	whole	
6.4.5		whole
6.4.6		equal-size
6.4.7	times as ___, fraction of ___	
6.4.8	container, section	unknown fraction of ___
6.4.10	observations	times as ___, numerator, denominator
6.4.11	reciprocal	
6.4.13		gaps
6.4.14	packed	
6.4.17	assumption	packed

Interactive tools for:

- Visualizing rectangles with fractional side lengths
- Exploring area of rectangles with fractions
- Understanding volume of rectangular prisms
- Manipulating 3D shapes with fractional edge lengths

Throughout Unit: Fraction Modeling Tools

Tools for:

- Representing division situations with diagrams
- Converting between different fraction representations
- Understanding relationships between fractions
- Visualizing fraction operations

These applets support key learning goals around understanding **division of fractions, working with fractional measurements**, and **calculating area and volume.**

Opportunities for Interdisciplinary Connections:

Science

- Calculate portions of mixtures and compounds
- Convert between measurement units using fractions

Culinary Arts

- Adjust recipes quantities up/down
- Calculate serving sizes
- Planning events
- Analyze nutritional information per serving size

Music

- Understand time signatures (dividing whole notes)
- Calculate note durations
- Divide measures into beats

Anticipated Misconceptions:

- Converting between fractions and mixed numbers
- Completing diagrams - not recognizing the places that the information is shown in the diagrams
- Confusing which denominator to reference when finding the value of remainders
- Errors when simplifying

See teacher's guide for specific misconceptions aligned to each lesson.

Connections to Prior Units:

This work draws on students' prior knowledge of multiplication, division, and the relationship between the two. It also builds on concepts from grades 3 to 5 about multiplicative situations–equal-size groups, multiplicative comparison, and the area of a rectangle–and about fractions. Students begin by exploring meanings of division and the relationship between the quantities in division situations. They recall that we can think of dividing as finding an unknown factor in a multiplication equation. In situations involving equal-size groups, division can be used to answer two questions: "How many groups?" and "How much in each group?"

Essential prior concepts to engage with this unit:

- Understand division as an unknown-factor problem.
- Understand and represent "How many groups?" and "How many in each group?" problems and understand division as an unknown factor problem.
- Interpret division as a whole number.

Relevant Unit(s)/Lesson(s) to Review:

- Grade 5, Unit 3, Lesson 11: This lesson focuses on students determining the size of the piece when a

Connections to Future Units:

A deeper understanding of multiplication, division, and ways to represent them will support students in reasoning about decimal operations as well as in writing and solving variable equations later in the course.

See Adaptation Pack in the IL Classroom (6.4 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.

unit fraction is divided into equally sized pieces. This supports students to be able to interpret a fraction divided into equal pieces and, in this context, and to connect multiplication with division.
- If the Check Your Readiness assessment shows that students need additional familiarity with interpreting division, consider also referring to Grade 3 Unit 3 where students interpret whole number division using grouping.

Differentiation through *Universal Design for Learning*

Visual Models & Representations (Multiple Means of Representation)
- Tape diagrams for division situations
- Area models for fractional dimensions
- Multiple representations of division scenarios

Interpret, Represent, Justify (Action & Expression)
- Interpreting division situations
- Representing division with diagrams and equations
- Justifying division strategies

Progressive Language Development (Engagement & Expression)
- Building from informal to formal division language
- Connecting visual models to mathematical notation
- Moving from concrete to abstract representations

The routines in this unit particularly support:
- Understanding division concepts through multiple representations
- Making connections between visual models and algorithms
- Developing precise mathematical language about division

A note about diagrams:
Because tape diagrams are a flexible tool for illustrating and reasoning about division of fractions, they are the primary representation used in this unit. Students may, however, create other representations to support their reasoning.

Related *CELP standards* aligned to Learning Targets:

Progression of Disciplinary Language
In this unit, teachers can anticipate students using language for mathematical purposes, such as interpreting, representing, justifying, and explaining. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Interpret and Represent
- Situations involving division (Lessons 2, 3, 9, 12, and 16).
- Situations involving measurement constraints (Lesson 17).

Justify
- Reasoning about division and diagrams (Lessons 4 and 5).
- Strategies for dividing numbers (Lesson 11).
- Reasoning about volume (Lesson 15).

Explain
- How to create and make sense of division diagrams (Lesson 6).
- How to represent division situations (Lesson 9).
- How to find unknown lengths (Lesson 14).
- A plan for optimizing costs (Lesson 17).

In addition, students are expected to critique the reasoning of others about division situations and representations, and to make generalizations about division by comparing and connecting across division situations and across the representations used in reasoning about these situations. The Lesson Syntheses in Lessons 2 and 12 offer specific disciplinary language that may be especially helpful for supporting students in navigating the language of important ideas in this unit.

	Emerging	Expanding	Bridging
LT1	Match related facts Use visual models Complete "__ × __ = __, so __ ÷ __ = __"	Explain relationships with frames Show connections with diagrams "I know __ ÷ __ = __ because..."	Analyze relationships deeply Justify connections Use mathematical reasoning

LT2	Draw equal groups Label parts of diagrams Show "__ groups of __"	Create diagrams with support Explain grouping strategy "I made __ groups because..."	Model division situations Explain reasoning clearly Connect multiple representations
LT3	Follow solution steps Use strategy guides Show work with models	Choose strategies with support Explain method selection "This strategy works because..."	Select efficient strategies Justify method choices Evaluate effectiveness
LT4	Measure with fraction tools Label fractional parts Complete "The length is __"	Solve problems with guidance Explain solution process "To find the length, I..."	Solve complex problems Justify solution methods Connect to geometric concepts
LT5	Use visual models Follow solution guides Complete word problems	Solve problems with support Explain reasoning steps "First I __, then I __"	Solve contextual problems Create solution plans Justify approaches fully

Additional Sentence Frames and Stems

Section A

- I know this question is asking for the quotient between ___ and ___ because ...
- I notice that the quotient is larger/smaller than the dividend when the divisor is _____.
- I can interpret the division expression _____ as equal groups of _____ or as having _____ equal size groups.

Section B

- I can create a tape diagram with _____ sections that are each _____. This represents the division expression _____ because ...
- The division expression _____ can mean how many groups of _____ are in _____.
- I know _____ divided by _____ equals _____ because I used the multiplication expression _____ to check and got _____.
- I think the quotient for _____ divided by _____ will be less/greater than 1 because ...

Section C

- I can simplify the expression _____ by multiplying _____ by ____ because dividing by the unit fraction _____ results in the same value as multiplying by _____.
- I simplified the fraction _____ by ...

Section D

- The area of the rectangle is _____ because ...
- The area of the rectangle is _____ and the length of one side is _____. This helped me find the missing side length of the rectangle to be _____ because ...
- The volume of the prism is _____. I found this by ...
- Given the base area of the prism is _____ and the volume is _____, I know the height of the prism is _____ because ...

Section E

- I used the expression _____ to answer this question because ...
- I used _____ to help me solve this problem because ...
- The answer _____ makes sense/does not make sense because ...

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A Making Sense of Division (Lessons 1-3)	**Learning Target #1** Identify and interpret the relationship between multiplication and division.	**Lesson 1 Size of Divisor and Size of Quotient** • When dividing, I know how the size of a divisor affects the quotient. **Lesson 2 Meanings of Division** • I can explain how multiplication and division are related. • I can explain two ways of interpreting a division expression such as $27 \div 3$. • When given a division equation, I can write a multiplication equation that represents the same situation. **Lesson 3 Interpreting Division Situations** • I can create a diagram or write an equation that represents division and multiplication questions. • I can decide whether a division question is asking "How many groups?" or "How many in each group?".
Checkpoint A	*Responding to Student Thinking* • Problem 1: Points to Emphasize If most students struggle to interpret the division expression in two ways or to write a corresponding multiplication equation, reiterate the relationship between quantities in equal-group situations throughout the next section. For example, emphasize that multiplying the number of groups and the size of a group gives the total amount, so dividing the total amount by a number could mean finding either the number of groups or the size of one group. Consider creating a classroom display that summarizes this idea: (number of groups) · (size of one group)=total	

	total÷size of one group=number of groups total÷number of groups=size of one group • Problem 2: Points to Emphasize If most students struggle to interpret the multiplication equation in terms of equal-size groups, practice using words to describe equations with known and unknown values. For example, when discussing the diagram in the Warm-up referred to here, express $5 \cdot 1/5=1$ verbally as "5 times 1/5 is 1" and "5 groups of 1/5 make 1." Follow that by describing an equation such as $5 \cdot ?=1$ as "5 times what number is 1?" and "5 groups of what number make 1?" Grade 6, Unit 4, Lesson 4, Activity 1 Equal-size Groups	
Section B Meanings of Fraction Division (Lessons 4-9)	**Learning Target #2** Reason about division and division diagrams in terms of groups.	**Lesson 4 How Many Groups? (Part 1)** • I can find how many groups there are when the amount in each group is not a whole number. • I can use diagrams and multiplication and division equations to represent "How many groups?" questions. **Lesson 5 How Many Groups? (Part 2)** • I can find how many groups there are when the number of groups and the amount in each group are not whole numbers. **Lesson 6 Using Diagrams to Find the Number of Groups** • I can use a tape diagram to represent equal-size groups and to find the number of groups. **Lesson 7 What Fraction of a Group?** • I can tell when a question is asking for the number of groups and that number is less than 1. • I can use diagrams and multiplication and division equations to represent and answer "What fraction of a group?" questions. **Lesson 8 How Much in Each Group? (Part 1)** • I can tell when a question is asking for the amount in one group. • I can use diagrams and multiplication and division equations to represent and answer "How much in each group?" questions. **Lesson 9 How Much in Each Group? (Part 2)** • I can find the amount in one group in different real-world situations.
Checkpoint B	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If most students struggle to represent and reason about the size of one group given the amount in a fraction of a group, revisit ways to use a diagram to make sense of the quantities in such a situation. For example, when doing the practice problem referred to here, ask students to create a diagram to show the relationship between 1 batch, ⅔ batch, 8/5 kg, and the unknown quantity. Grade 6, Unit 4, Lesson 10, Practice Problem 5 • Problem 2: Press Pause: If most students struggle to write equations to represent the situation and to explain the answer of 15, revisit the idea that "How many of these are in that?" questions can be understood in terms of equal-size groups. For example, complete one or both of the optional activities referred to here. Ask students to think about how each situation can be framed in terms of number of groups $\cdot$ size of group = total amount and expressed with a multiplication equation and a corresponding division equation. Also discuss the values that would make each equation true. Grade 6, Unit 4, Lesson 5, Activity 3 Drawing Diagrams to Show Equal-size Groups Grade 6, Unit 4, Lesson 7, Activity 3 Fractions of Ropes	
Mid Unit Assessment		
Section C Algorithm for Fraction Division (Lessons 10-11)	**Learning Target #3** Justify strategies for dividing numbers.	**Lesson 10 Dividing by Unit and Non-Unit Fractions** • I can divide a number by a non-unit fraction by reasoning with the numerator and denominator, which are whole numbers. • I can divide a number by a unit fraction $\frac{1}{b}$ by reasoning with the denominator, which is a whole number. **Lesson 11 Using an Algorithm to Divide Fractions** • I can describe and apply a rule to divide numbers by any fraction.
Checkpoint C	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If most students struggle to identify at least two expressions that involve multiplying by 2 and dividing by 3 (or their equivalents), use a tape diagram to reinforce the idea that dividing a number n by a unit fraction 1/b gives $n \cdot b$ parts, and dividing by a/b means putting those pieces into groups of a parts, which means dividing by a. For example, when discussing $12 \div 4/3$, ask students to show how dividing 12 by ⅓ creates $12 \cdot 3$ parts and dividing 12 by 4/3 means putting those pieces into groups of 4 or dividing them by 4. Grade 6, Unit 4, Lesson 13, Practice Problem 2 • Problem 2: More Chances: Students will have more opportunities to apply the division algorithm in	

	future sections. There is no need to slow down or add additional work to review this concept at this time.	
Section D Fractions in Lengths, Areas, and Volumes (Lessons 12-15)	**Learning Target #4** Reason about geometric figures involving fractional lengths using division and multiplication.	**Lesson 12 Fractional Lengths** • I can use division and multiplication to solve problems involving fractional lengths. **Lesson 13 Rectangles with Fractional Side Lengths** • I can use division and multiplication to solve problems involving areas of rectangles with fractional side lengths. **Lesson 14 Fractional Lengths in Triangles and Prisms** • I can explain how to find the volume of a rectangular prism using cubes that have a unit fraction as their edge length. • I can use division and multiplication to solve problems involving areas of triangles with fractional bases and heights. • I know how to find the volume of a rectangular prism even when the edge lengths are not whole numbers. **Lesson 15 Volume of Prisms** • I can solve volume problems that involve fractions.
Checkpoint D	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If most students struggle to find an unknown side length of a rectangle, reinforce the relationship between the side lengths and the area of a rectangle as opportunities arise over the next several lessons. For example, when discussing problems D1 and D2 in the activity referred to here, emphasize that the equation $l \cdot w=A$ still represents that relationship even when the measurements are fractional. Grade 6, Unit 4, Lesson 16, Activity 3 Pairs of Problems Grade 6, Unit 4, Lesson 13, Practice Problem 2 • Problem 2: Points to Emphasize: If most students identify choice D but do not identify B or E, revisit the idea that the volume of a rectangular prism can also be found by using the number of unit cubes that can be packed in the prism and the volume of each cube. For example, when discussing the practice problem referred to here, ask students to find the volume of the ice storage box in two ways: by using the volume of each ice block and the number of the blocks that can fit in the box, and by using the edge lengths of the storage box. Grade 6, Unit 4, Lesson 16, Practice Problem 4 • Problem 3: Points to Emphasize: If most students struggle to see the question in terms of finding an unknown factor in the multiplication equation (area of base) $\cdot$ (height of prism)=volume, use this Checkpoint problem to highlight the relationship between the edge lengths, area of the base, and volume of a prism. Reinforce this idea as opportunities arise over the next several lessons.	
Section E Let's Put It to Work (Lessons 16-17)	**Learning Target #5** Reason about real world situations involving fractional lengths using division and multiplication.	**Lesson 16 Solving Problems Involving Fractions** • I can use mathematical expressions to represent and solve word problems that involve fractions. **Lesson 17 Fitting Boxes into Boxes** • I can use multiplication and division of fractions to reason about real-world volume problems.
End of Unit Assessment		

Unit Title:

Unit 5: Arithmetic in Base Ten

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1		Lesson 9	6.NS.B.2 6.NS.B.3
Lesson 2	6.NS.B.3	Lesson 10	6.NS.B.2
Lesson 3	6.NS.B.3	Lesson 11	6.NS.B.2
Lesson 4	6.NS.B.3	Lesson 12	6.NS.B.2
Lesson 5	6.EE.A 6.NS.B	Lesson 13	6.NS.B.2 6.NS.B.3
Lesson 6	6.NS.B	Lesson 14	6.NS.B.2 6.NS.B.3
Lesson 7	6.NS.B.3	Lesson 15	6.NS.B.3
Lesson 8	6.NS.B.3		

Essential Question(s):

- How does the base-ten number system help us understand and perform operations with decimals?
- What strategies can we use to add, subtract, and multiply decimals beyond tenths and hundredths?
- How do different methods for multiplying decimals (such as using decimal fractions and partial products) relate to the standard multiplication algorithm?
- In what ways can visual models like base-ten blocks and diagrams support access to decimal division?
- How do we divide decimals by whole numbers and decimals, and what patterns emerge from different division methods, such as long division and partial quotients?
- How can we apply decimal operations to solve real-world problems, and why is it important to consider the appropriate level of precision in these contexts?
- How does our understanding of place value influence the way we perform operations with decimals and apply them to various mathematical situations?

Enduring Understanding(s):

- The base-ten number system helps us understand and perform operations with decimals by organizing numbers into place values based on powers of ten, which allows for consistent calculations.
- We can use strategies like estimation, place value alignment, and visual representations to add, subtract, and multiply decimals beyond tenths and hundredths.
- Different methods for multiplying decimals, such as using decimal fractions or partial products, are connected to the standard multiplication algorithm by showing how values are grouped and calculated based on place value.
- Visual models like base-ten blocks and diagrams make decimal division more accessible by illustrating how numbers are split and how place value affects the quotient.
- Dividing decimals by whole numbers or decimals involves recognizing patterns in the division process, such as adjusting the decimal point, and using methods like long division and partial quotients.
- Decimal operations help solve real-world problems, and understanding the importance of precision ensures that calculations are accurate and meaningful in context.
- A strong understanding of place value is crucial when performing operations with decimals because it determines how we manipulate numbers and interpret results in different mathematical situations.

Demonstration of Learning:

CFA 1: Checkpoint A (after lesson 4)
CFA 2: Checkpoint B (after lesson 8)
Mid Unit: Assessment A (after lesson 8)
CFA 3: Checkpoint C (after lesson 13)
EoU: Assessment A

Pacing for Unit

20 Days
Lesson Modifications:
Student performance on the 6.5 Check Your Readiness assessment will determine whether to skip optional lessons/activities (*). Remove only if performance is strong on corresponding items (see list).

- Remove 6.5.2*- optional lesson
- Remove 6.5.3.2*- optional activity
- Remove 6.5.5.2*- optional activity
- Remove 6.5.7.2*- optional activity
- Remove 6.5.15 - culminating lesson and is tagged as optional

Family Overview

[Family Resources: Arithmetic in Base Ten](#)
[Recursos Familiares: Aritmética en base diez](#)

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

	New Terminology	
Lesson	receptive	productive
6.5.1	digits, budget, at least	
6.5.2	base-ten diagram, compose, vertical calculation	place value, digits
6.5.3	decompose	
6.5.4	method	Compose, decompose
6.5.5	powers of 10	Product, decimal point
6.5.7	partial products	method
6.5.9	remainder	
6.5.10	partial quotients	divisor
6.5.11	long division	
6.5.12		remainder
6.5.13		long division
6.5.14	precision, accuracy, operation	

Aligned Unit Materials, Resources, and Technology

Lessons 1-4: Base Ten Visualization Tools

Interactive applets for:

- Representing decimals with base-ten blocks
- Adding and subtracting decimals
- Understanding place value relationships
- Visualizing decimal operations

Lessons 5-8: Multiplication Area Model Tools

Interactive tools for:

- Creating area models for decimal multiplication
- Exploring partial products
- Understanding decimal multiplication strategies
- Connecting area models to standard algorithms

Lessons 9-13: Division Visualization Tools

Tools for:

- Representing division with base-ten diagrams
- Understanding decimal division strategies
- Exploring relationships between multiplication and division
- Visualizing division of decimals by decimals

These applets support key learning goals around **understanding decimal operations, using multiple representations**, and **developing fluency with standard algorithms**.

Base-ten blocks and paper versions of them will be useful throughout the unit. Consider preparing commercially produced base-ten blocks, if available, or printing representations of base-ten units on card stock, cutting them out, and organizing them for easy reuse.

Opportunities for Interdisciplinary Connections:

Science

- Calculate precise measurements in scientific experiments
- Record and analyze decimal measurements (mass, volume, length)
- Calculate changes in temperature

Social Studies

- Create and manage budgets
- Compare prices and discounts
- Analyze population statistics

Physical Education and Wellness

- Calculate sports averages
- Track running times and distances
- Measure performance improvements
- Calculate serving sizes
- Track daily intake values

Technology

- Use precise measurements in designs
- Calculate dimension and scale
- Work with computer measurements (pixels, bytes)

Anticipated Misconceptions:

- Misaligning the decimal points with addition and subtraction
- Misplacing the decimal point within all four operations
- Regrouping 10s while subtracting. 0 - 5 \= 5
- Misrepresenting repeating decimals, such as without notation

See teacher's guide for specific misconceptions aligned to each lesson.

Connections to Prior Units:

In grade 5, students also calculate sums, differences, products, and quotients of decimals to hundredths, using concrete representations or drawings, and strategies

Connections to Future Units:

In grade 7, students will study addition and subtraction of signed numbers and apply those concepts to simplify expressions and solve equations.

based on place value, properties of operations, and the relationship between addition and subtraction. They connect their strategies to written methods and explain their reasoning.

In this unit, students learn an efficient algorithm for division and extend their use of other base-ten algorithms to decimals of arbitrary length. Because these algorithms rely on the structure of the base-ten system, students build on the understanding of place value and the properties of operations developed during earlier grades.

Essential prior concepts to engage with this unit:

- By the end of grade 5, students learn to use efficient algorithms to fluently calculate sums, differences, and products of multi-digit whole numbers. They calculate quotients of multi-digit whole numbers with up to four-digit dividends and two-digit divisors. Students also calculate sums, differences, products, and quotients of decimals to hundredths.
- Strategies are based on place value understanding, properties of operations, and the relationship between multiplication and division, as well as the relationship between addition and subtraction.
- Students use concrete representations or drawings, such as rectangular arrays and area diagrams, as well as equations and other written methods.

Relevant Unit(s)/Lesson(s) to Review:

- Grade 5 Unit 4: Wrapping Up Multiplication and Division with Multi-Digit Numbers
- Grade 5 Unit 5: Place Value Patterns and Decimal Operations
- Student performance on the 6.5 Check Your Readiness assessment will determine if these lessons need to be added.
    - Visuals in synthesis of 5.5.1.2 to support discussion of Lesson 2 as needed
    - Add 5.4.11

See Adaptation Pack in the IL Classroom (6.5 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.

Differentiation through *Universal Design for Learning*

Concrete to Representational to Abstract (Multiple Means of Representation)

- Base-ten blocks for decimal operations
- Area diagrams for decimal multiplication
- Transition to standard algorithms

Explain, Interpret, Compare (Action & Expression)

- Explaining estimation strategies
- Interpreting base-ten diagrams
- Comparing different calculation methods

Progressive Language Development (Engagement & Expression)

- Building place value vocabulary
- Connecting visual models to mathematical terms
- Moving from informal to precise mathematical language

The routines in this unit particularly support:

- Building conceptual understanding through concrete models
- Developing multiple solution strategies
- Making connections between representations and algorithms

Related *CELP standards* aligned to Learning Targets:

Progression of Disciplinary Language

In this unit, teachers can anticipate students using language for mathematical purposes, such as explaining, interpreting, and comparing. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers

can formatively assess how students are using language in these ways, particularly when students are using language to:

Explain

- Processes of estimating and finding costs (Lesson 1).
- Approaches to adding and subtracting decimals (Lesson 4).
- Reasoning about products and quotients involving powers of 10 (Lesson 5).
- Methods for multiplying decimals (Lesson 8).
- Reasoning about relationships among measurements (Lesson 15).

Interpret

- Representations of decimals (Lesson 2).
- Base-ten diagrams showing addition or subtraction of decimals (Lesson 3).
- Area diagrams showing products of decimals (Lesson 7).
- Base-ten diagrams representing division of a whole number or a decimal by a whole number (Lessons 9, 12).
- Calculations showing partial quotients or steps in long division (Lessons 10, 11, 12).

Compare

- Base-ten diagrams with numerical calculations (Lesson 4).
- Methods for multiplying decimals (Lesson 6).
- Methods for finding quotients (Lessons 10, 11, 12).
- Measurements of two- and three-dimensional objects (Lesson 15).

In addition, students are expected to describe decimal values to hundredths, generalize about multiplication by powers of 10 and about decimal measurements, critique approaches to operations on decimals, and justify strategies for finding sums, differences, products, and quotients.

	Emerging	Expanding	Bridging
LT1	Use price lists with visuals Round to nearest dollar Complete "This costs ___"	Estimate totals with support Explain estimation strategy "I rounded ___ to ___ because..."	Calculate costs efficiently Justify estimation choices Use mental math strategies
LT2	Line up decimal points Use place value charts Show regrouping with colors	Explain steps with frames Show work systematically "I lined up ___ because..."	Solve problems independently Explain method selection Use efficient strategies
LT3	Use base-ten blocks Follow multiplication steps Show "First multiply ___"	Connect to whole numbers Explain decimal placement "The product is ___ because..."	Apply properties flexibly Justify solution methods Use multiple strategies
LT4	Draw area models Use partial products guide Label parts of solution	Choose methods with support Explain solution steps "This method works because..."	Select efficient methods Explain strategy choices Connect representations
LT5	Follow division models Group base-ten blocks Show equal sharing	Create diagrams with support Explain division process "I divided by grouping..."	Model division independently Justify method selection Connect to algorithms
LT6	Follow division steps Use guided practice Record partial quotients	Apply methods with support Explain solution process "First I estimate __, then..."	Choose methods strategically Explain efficient approaches Solve complex problems
LT7	Solve with visual support Use operation guides Complete solution frames	Select operations with support Explain solution steps "To solve this, I need to..."	Solve complex problems Justify method choices Create solution plans
LT8	Use price lists with visuals Round to nearest dollar Complete "This costs ___"	Estimate totals with support Explain estimation strategy "I rounded ___ to ___ because..."	Calculate costs efficiently Justify estimation choices Use mental math strategies

Additional Sentence Frames and Stems

Section A

- I estimated the answer to be _____ because ...
- When dealing with money, it is/is not reasonable to round when _____.
- I used _____ to visualize the decimal expression _____ because ...
- After finding the sum/difference between the decimal values_____ and _____, I can check my solution by _____.
- The value of the expression is _____. This makes sense/does not make sense because ...

Section B

- I wrote the expression _____ to model this situation because ...
- I used the whole numbers _____ and _____ when multiplying _____ by _____ because ...
- The fraction _____ is equivalent to the decimal _____. This helps me multiply decimal values because ...
- I used an area diagram to multiply _____ by _____. I labeled each section _____ and found the product _____. This makes sense because ...

Section C
- I wrote the expression _____ to model this situation because ...
- To find the quotient, I used _____. I chose this strategy because...
- When using long division, I think about _____ to help keep me organized.
- I divided _____ by ____ and the quotient resulted in a value greater than/less than 1. This makes sense because ...

Section D
- I wrote the expression _____ to model this situation because ...
- The value of the expression is _____. This makes sense/does not make sense because ...
- I used _____ to visualize the decimal expression _____ because ...

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A Exploring, Adding, and Subtracting Decimals (Lessons 1-4)	**Learning Target #1** Use decimals to estimate and calculate costs in real-world situations, such as shopping. **Learning Target #2** Represent and solve addition and subtraction of decimals using diagrams, place value, and vertical calculations.	**Lesson 1 Using Decimals in a Shopping Context** • I can use decimals to make estimates and calculations about money. **Lesson 2 Using Diagrams to Represent Addition and Subtraction** • I can use diagrams to represent and reason about addition and subtraction of decimals. • I can use place value to explain addition and subtraction of decimals. • I can use vertical calculations to represent and reason about addition and subtraction of decimals. **Lesson 3 Adding and Subtracting Decimals with Few Non-Zero Digits** • I can tell whether writing or removing a zero in a decimal will change its value. • I know how to solve subtraction problems with decimals that require decomposing. **Lesson 4 Adding and Subtracting Decimals with Many Non-Zero Digits** • I can solve problems that involve addition and subtraction of decimals.
Checkpoint A	*Responding to Student Thinking* • Problem 1: Press Pause: If most students struggle to recognize that adding decimals involves combining like base-ten units (which is easier to do by aligning the decimal points of the addends), make time to revisit the work of the activity referred to here. Ask students to explain to a partner why the first method is most conducive to adding and subtracting decimals correctly. Emphasize the value of each place. Encourage students to represent $5 as $5.00 if they are not sure. Grade 6, Unit 5, Lesson 4, Activity 1 The Cost of a Photo Print • Problem 2: Press Pause: If most students struggle to subtract a decimal by decomposing larger units (or regrouping) as needed, make time to revisit the work in the referred-to activities. Before starting any subtraction problem, ask students to examine the numbers involved, determine whether it would be necessary to decompose one or more digits in order to subtract a number, and if so, which base-ten unit(s) may need to be decomposed. Grade 6, Unit 5, Lesson 3, Activity 3 Subtracting Decimals of Different Lengths Grade 6, Unit 5, Lesson 4, Activity 3 Missing Numbers	
Section B Multiplying Decimals (Lessons 5-8)	**Learning Target #4** Use place value and fractions to reason about multiplying decimals. **Learning Target #5** Represent and solve decimal multiplication using area diagrams, partial products, and other various methods.	**Lesson 5 Using Fractions to Multiply Decimals** • I can use place value and fractions to reason about the multiplication of decimals. **Lesson 6 Methods for Multiplying Decimals** • I can use area diagrams to represent and reason about multiplication of decimals. • I know and can explain more than one way to multiply decimals using fractions and place value. **Lesson 7 Using Diagrams to Represent Multiplication** • I can use area diagrams and partial products to represent and find products of decimals. **Lesson 8 Calculating Products of Decimals** • I can describe and apply a method for multiplying decimals. • I know how to use a product of whole numbers to find a product of decimals.
Checkpoint B	*Responding to Student Thinking*	

	• Problem 1: Press Pause: If most students struggle to find the product of the two decimals using a strategy of their choice, revisit the ideas in the first lesson of the section, and do one of the optional activities referred to here. Grade 6, Unit 5, Lesson 7, Activity 2 Connecting Area Diagrams to Calculations with Whole Numbers Grade 6, Unit 5, Lesson 7, Activity 4 Using Partial Products Grade 6, Unit 5, Lesson 5 Using Fractions to Multiply Decimals Grade 6, Unit 4, Lesson 13, Practice Problem 2 • Problem 2: Points to Emphasize: If most students struggle to explain how the product of two whole numbers could be used to find the product of two decimals with the same significant digits, focus on identifying a power of 10 that can relate a decimal to a whole number. For example, when finding the area of parallelograms with decimal side lengths in the practice problem referred to here, ask students whether to multiply each side length by 10, 100, or 1,000 so that the side lengths could be whole numbers when they are multiplied. Then discuss what needs to be done to the whole-number product afterward, in order to reflect the actual area of each parallelogram. Grade 6, Unit 5, Lesson 10, Practice Problem 6	
Mid Unit Assessment		
Section C Dividing Decimals (Lessons 9-13)	**Learning Target #6** Use base-ten diagrams to represent the division of whole numbers and decimals by whole numbers. **Learning Target #7** Apply partial quotients and long division to find the quotient of whole numbers and decimals.	**Lesson 9 Using Base-Ten Diagrams to Divide** • I can use base-ten diagrams to represent division of whole numbers and division of a decimal by a whole number. **Lesson 10 Using Partial Quotients** • I can use partial quotients to find a quotient of two whole numbers. **Lesson 11 Using Long Division** • I can use long division to find a quotient of two whole numbers when the quotient is a whole number. **Lesson 12 Dividing Numbers that Result in a Decimal** • I can use long division to divide two whole numbers when the quotient is not a whole number, or to divide a decimal by a whole number. **Lesson 13 Dividing a Decimal by a Decimal** • I can explain how multiplying the dividend and the divisor by the same power of 10 can help me find a quotient of two decimals. • I can find the quotient of two decimals.
Checkpoint C	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If most students struggle to use long division to divide a decimal by a whole number, look for opportunities to walk through the division process as a class and invite students to explain what is happening in each step of the process. For example, when discussing the Warm-up referred to here, consider using long division to calculate the first quotient and see how close the actual value is to students' estimates. Grade 6, Unit 5, Lesson 14, Activity 1 Math Talk: Close Estimates • Problem 2: Points to Emphasize: If most students struggle to identify a division expression that uses whole numbers and that is equivalent to the given decimal expression, look for opportunities to reinforce this idea during the next several lessons. For example, when students work on the practice problem referred to here, direct them to find at least one of the quotients by identifying an equivalent expression using whole numbers. Grade 6, Unit 5, Lesson 14, Practice Problem 6	
Section D Let's Put It to Work (Lessons 14-15)	**Learning Target #8** Apply addition, subtraction, multiplication, and division with decimals to solve real-world problems, including finding surface areas.	**Lesson 14 Solving Problems Involving Decimals** • I can use addition, subtraction, multiplication, and division on decimals to solve problems. **Lesson 15 Making and Measuring Boxes** • I can use the four operations on decimals to find surface areas and reason about real-world problems.
End of Unit Assessment		

Unit Title:

Unit 6: Expressions and Equations

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1		Lesson 11	6.EE.A.2 6.EE.A.3 6.EE.A.4
Lesson 2	6.EE.B.5 6.EE.B.6	Lesson 12	6.EE.A.1
Lesson 3	6.EE.B.5 6.EE.B.6 6.EE.B.7	Lesson 13	6.EE.A.1
Lesson 4	6.EE.B 6.EE.B.5 6.EE.B.7 6.NS.B.3	Lesson 14	6.EE.A.1 6.EE.A.2.c
Lesson 5	6.EE.B.5 6.EE.B.6 6.EE.B.7	Lesson 15	6.EE.A.1 6.EE.A.2.c 6.EE.B.5
Lesson 6	6.EE.B.6 6.EE.B.7 6.RP.A.3.c	Lesson 16	6.EE.C.9 6.RP.A.3.a
Lesson 7	6.EE.A.2 6.EE.A.2.a 6.EE.B.6	Lesson 17	6.EE.C.9 6.RP.A.3.a 6.RP.A.3.b
Lesson 8	6.EE.A.4	Lesson 18	6.EE.C.9
Lesson 9		Lesson 19	6.EE.A.2 6.EE.B.7 6.EE.C.9
Lesson 10	6.EE.A.2 6.EE.A.3 6.EE.A.4		

Essential Question(s):

- What does it mean to solve an equation, and why is this important in both mathematical and real-world contexts?
- How do properties of operations help us manipulate and simplify algebraic expressions?
- How can different representations (equations, tables, graphs) reveal different aspects of mathematical relationships?
- Why is a systematic approach important when solving equations, and how does order of operations ensure accuracy?
- How can we determine and justify when two expressions are equivalent?

Enduring Understanding(s):

- Solving an equation means finding a value that makes the equation true, which allows us to answer both mathematical and real-world questions.
- The properties of operations (commutative, associative, distributive) provide a foundation for manipulating and simplifying algebraic expressions efficiently.
- Different representations (equations, tables, graphs) can describe the same relationship, each revealing unique insights about the mathematical situation.
- Using a systematic approach and following order of operations ensures accurate solutions when solving equations and simplifying expressions.
- Equivalent expressions represent the same value in different forms, and we can prove their equivalence using properties of operations.

Demonstration of Learning:

CFA 1: Checkpoint A (after lesson 6)
CFA 2: Checkpoint B (after lesson 11)
Mid Unit: Assessment A (after lesson 11)
CFA 3: Checkpoint C (after lesson 15)
Checkpoint D is an opportunity for feedback
EoU: Assessment A

Pacing for Unit

26 Days
Lesson Modifications:

- Lesson 11: optional lesson where students practice identifying and writing equivalent expressions using the distributive property.
- Lesson 18: optional lesson that offers opportunities to look at multiple representations (equations, graphs, and tables) for some different contexts.
- Lesson 19: culminating lesson where students look at several examples of equations that represent important relationships from real-world situations. Can remove.

Family Overview

Family Resources: Expressions and Equations
Recursos Familiares: Expresiones y ecuaciones

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

	New Terminology	
Lesson	receptive	productive
6.6.1	value (of a variable)	operation
6.6.2	Variable, coefficient	value (of a variable)

Aligned Unit Materials, Resources, and Technology

Lessons 1-5: Equation Visualization Tools
Interactive applets for:

- Visualizing balanced equations
- Manipulating hanger diagrams
- Understanding equation solving
- Exploring equivalent expressions

Lessons 9-11: Distributive Property Tools

	solution to an equation, true equation, false equation	
6.6.3	each side (of an equal sign), balanced hanger diagram	
6.6.4	solve (an equation)	each side (of an equal sign)
6.6.6		true equation false equation
6.6.8	equivalent expressions, commutative property	
6.6.9	distributive property, area as a product, area as a sum	
6.6.10	term	equivalent expressions
6.6.12	to the power	
6.6.13		to the power exponent
6.6.15		solution to an equation
6.6.16	independent variable dependent variable horizontal axis vertical axis	variable relationship
6.6.17	coordinates	
6.6.18	plot	

Tools for:
- Creating area models for the distributive property
- Visualizing equivalent expressions
- Understanding factoring and expanding
- Connecting diagrams to expressions

Lessons 12-15: Exponent Tools

Interactive applets for:
- Visualizing exponential growth
- Understanding repeated multiplication
- Exploring patterns with exponents
- Representing powers

Lessons 16-19: Relationship Tools

Tools for:
- Graphing relationships between quantities
- Creating tables of values
- Understanding dependent and independent variables
- Exploring multiple representations

These applets support key learning goals around **understanding equations and expressions, working with properties of operations**, and **representing relationships between quantities.**

Opportunities for Interdisciplinary Connections:

Science
- Use equations to model physical relationships (speed, distance, time)

Social Studies
- Substitute into various formulas to answer real world questions
- Model real world economic situations using equations and expressions

Anticipated Misconceptions:

- Understanding a variable represents a number
- Reading 3x as "3 and x" rather than "3 times x"
- Thinking 2(x+3) and 2x + 3 are equivalent
- Not recognizing x + x + x as 3x
- Confusing equations and expressions
- Show repeated multiplication as $2^3 = 2 \times 2 \times 2$

See teacher's guide for specific misconceptions aligned to each lesson.

Connections to Prior Units:

This work draws on students' prior knowledge from grade 5 of writing simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Essential prior concepts to engage with this unit:
- Relationship between operations (addition and subtraction, multiplication and division)
- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Relevant Unit(s)/Lesson(s) to Review:
- Grade 5 Unit 8: Putting it All Together

Connections to Future Units:

The work here prepares students to represent quantities and relationships involving all rational numbers in a later unit, as well as to solve equations that are more complex and work with proportional relationships in grade 7.

See Adaptation Pack in the IL Classroom (6.6 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.

Differentiation through Universal Design for Learning

Interpret, Describe, Explain (All UDL Principles)
- Interpreting tape and hanger diagrams for equations

- Describing relationships between variables
- Explaining solution strategies for equations

Visual Representations (Representation & Expression)

- Tape diagrams for linear equations
- Hanger diagrams for balanced equations
- Area models for distributive property
- Graphs for relationships between variables

Progressive Language Development (Engagement & Expression)

- Moving from informal to formal algebraic notation
- Building understanding of variables and coefficients
- Connecting multiple representations (tables, graphs, equations)

The routines in this unit particularly support:

- Building conceptual understanding through concrete models
- Developing algebraic reasoning through multiple representations
- Making connections between visual and symbolic representations

Related *CELP standards* aligned to Learning Targets:

Progression of Disciplinary Language

In this unit, teachers can anticipate students using language for mathematical purposes, such as interpreting, describing, and explaining. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Interpret

- Tape diagrams involving letters that stand for numbers (Lesson 1).
- The parts of an equation (Lesson 5).
- Numerical expressions involving exponents (Lesson 12).
- Different representations of the same relationship between quantities (Lesson 17).

Describe

- Solutions to equations (Lesson 2).
- Stories represented by given equations (Lesson 5).
- Patterns of growth that can be represented using exponents (Lesson 12).
- Relationships between independent and dependent variables using tables, graphs, and equations (Lesson 16).

Explain

- The meaning of a solution using hanger diagrams (Lesson 3).
- How to solve an equation (Lesson 4).
- How to use equations to solve problems involving percentages (Lesson 6).
- How to determine whether two expressions are equivalent, including with reference to diagrams (Lesson 8).
- Strategies for determining whether expressions are equivalent (Lesson 14).

In addition, students are expected to compare descriptions of situations, expressions, equations, diagrams, tables, and graphs. They generalize about properties of operations and strategies for solving equations. Students also justify claims about equivalent expressions and justify reasoning when evaluating expressions.

	Emerging	Expanding	Bridging
LT1	Follow step-by-step solutions Use visual models to solve Complete "First I ___"	Explain steps with sentence frames Show work with verbal support "To solve, I first ___ then ___"	Solve equations independently Explain solution methods clearly Use precise mathematical language
LT2	Check solutions with guidance Circle true/false statements Complete "__ is a solution"	Test values using sentence frames Explain why solutions work "When x is __, the equation is __"	Verify solutions independently Explain solution process fully Evaluate complex equations
LT3	Match equivalent expressions Use number substitution guide Show "Same answer when x is __"	Test multiple values with support Explain why expressions match "These are equal because..."	Prove equivalence independently Use algebraic reasoning Justify with mathematical logic
LT4	Use visual models to distribute Follow pattern examples Complete partial expressions	Apply property with guidance Explain steps in distribution "I multiply ___ by each ___"	Generate equivalent expressions Explain property application Create complex expressions
LT5	Calculate with number substitution Use guided evaluation steps Complete "When x=__, answer is __"	Evaluate using order of operations Show work with explanations "First calculate __, then __"	Evaluate complex expressions Explain evaluation process Use efficient strategies
LT6	Compare using given values Circle equal/not equal	Evaluate and compare with support Explain calculation steps	Compare expressions efficiently Justify conclusions fully

	Show numerical work	"These are equal/different because..."	Use mathematical reasoning
LT7	Complete partial tables Plot given points Follow equation patterns	Create representations with support Connect different forms "The table shows __ so the graph..."	Create all representations Explain connections clearly Use precise mathematical terms
LT8	Match variables to descriptions Label input/output Use "If this changes, that changes"	Identify variables with reasoning Explain relationships "___ depends on ___ because..."	Analyze variable relationships Explain dependencies clearly Use contextual reasoning
LT9	Match graphs to descriptions Complete partial descriptions Label key features	Create representations with support Describe relationships "As x increases, y ___"	Create detailed representations Explain relationships fully Use precise vocabulary
LT10	Connect matching representations Verify with given values Show "Same numbers in both"	Explain matches with support Compare values systematically "These match because..."	Justify matches independently Analyze relationships deeply Provide mathematical proof
LT11	Identify key features Point out similarities Use comparison words	Compare representations with frames Explain advantages/limitations "This shows ___ better because..."	Analyze representations deeply Critique effectiveness Justify preferences fully

Additional Sentence Frames and Stems

Section A

- The value of the variable in the equation must be _____ because ...
- The equation _____ represents this situation because ...
- To solve the equation, I _____ because ...
- The solution to the equation is _____ which means _____.

Section B

- I know the expressions are equal/not equal because ...
- The expression _____ is/is not equivalent to the expression _____ because ...
- The expression _____ represents this situation because ...
- I can _____ to prove that the expression _____ is equal to _____.

Section C

- The value of the expression is _____ because ...
- When I substitute _____ into the expression _____ for _____, I get _____ because ...
- To find the value of the expression, first I _____, then I _____ ...

Section D

- In this scenario, as _____ increases/decreases, _____ increases/decreases.
- The equation _____ represents the quantities of _____ because ...
- I created a _____ to relate the quantities of _____ and _____ because ...
- The independent variable in this situation is _____ because ...
- The dependent variable in this situation is _____ because ...

Section E

- In the equation _____, _____ represents the number of _____, and _____ represents the number of _____.
- The equation _____ means _____.
- When creating a graph of the scenario, first I _____, then I _____ ...

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A Equations in One Variable (Lessons 1-6)	**Learning Target #1** Solve equations of the form x+p=q or px=q and explain the solution method. **Learning Target #2** Understand that solving an equation with a variable means finding a value for the variable that makes the equation true, and use substitution to determine whether a number is a solution to the equation.	**Lesson 1 Tape Diagrams and Equations** • I can tell whether or not an equation could represent a tape diagram. • I can use a tape diagram to represent an equation. **Lesson 2 Truth and Equations** • I can replace a variable in an equation with a number that makes the equation true, and know that this number is called a "solution" to the equation. **Lesson 3 Staying in Balance** • I can compare the process of removing or grouping weights to keep a hanger diagram balanced and the process of subtracting or dividing numbers to solve an equation. • I can explain what a balanced hanger diagram and a true equation have in common. • I can write equations that could represent the weights on a balanced hanger diagram. **Lesson 4 Practice Solving Equations** • I can solve addition and multiplication equations with one variable.

		Lesson 5 Represent Situations with Equations • I can explain how an equation with a variable represents a real-world problem. • I can use equations with variables to solve real-world problems. **Lesson 6 Percentages and Equations** • I can solve percent problems by writing and solving equations.
Checkpoint A	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If most students struggle with substituting a value for a variable to decide whether it's a solution to an equation, reinforce the idea throughout the next section. For example, when discussing whether expressions are equal in the referenced activity, emphasize the ways students substituted values into each expression to create their tape diagrams. Grade 6, Unit 6, Lesson 8, Activity 2 Using Tape Diagrams to Show That Expressions Are Equivalent • Problem 2: Points to Emphasize: If most students struggle with solving an equation by performing the same operations to each side, reinforce the idea throughout the next section. For example, explicitly demonstrate solution methods when discussing the referenced practice problem. Grade 6, Unit 6, Lesson 8, Practice Problem 5	
Section B Equal and Equivalent (Lessons 6-11)	**Learning Target #3** Justify whether two expressions are "equivalent," or equal to each other for every value of their variable. **Learning Target #4** Use the distributive property to write equivalent algebraic expressions.	**Lesson 7 Write Expressions with Variables** • I can use an expression that represents a situation to find an amount in a story. • I can write an expression with a variable to represent a calculation where I do not know one of the numbers. **Lesson 8 Equal and Equivalent** • I can explain what it means for two expressions to be equivalent. • I can use what I know about operations to decide whether two expressions are equivalent. **Lesson 9 The Distributive Property, Part 1** • I can use a diagram of a rectangle split into two smaller rectangles to write different expressions representing its area • I can use the distributive property to explain how two expressions with numbers are equivalent. **Lesson 10 The Distributive Property, Part 2** • I can use a diagram of a split rectangle to write different expressions with variables representing its area. **Lesson 11 The Distributive Property, Part 3** • I can use the distributive property to write equivalent expressions with variables
Checkpoint B	*Responding to Student Thinking* • Problem 1: Press Pause: By this point in the unit, there should be some student mastery of identifying equivalent expressions with variables and using substitution or properties of operations to justify that identification. If students struggle, make time to revisit related work in the Section referred to here. See the Course Guide for ideas to help students re-engage with earlier work. Grade 6, Unit 6, Section B Equal and Equivalent • Problem 2: Press Pause: By this point in the unit, there should be some student mastery of identifying equivalent expressions with variables and using substitution or properties of operations to justify that identification. If students struggle, make time to revisit related work in the Section referred to here. See the Course Guide for ideas to help students re-engage with earlier work. Grade 6, Unit 6, Section B Equal and Equivalent	
Mid Unit Assessment		
Section C Expressions with Exponents (Lessons 12-15)	**Learning Target #5** Evaluate expressions with whole-number exponents at specific values of their variables. **Learning Target #6** Justify whether numerical expressions involving whole-number exponents are equal by evaluating the expressions and	**Lesson 12 Meaning of Exponents** • I can find the value of expressions with exponents and write expressions with exponents that are equal to a given number. • I understand the meaning of an expression with an exponent like 3^5. **Lesson 13 Expressions with Exponents** • I can decide if expressions with exponents are equal by finding the values of the expressions or by understanding what exponents mean. **Lesson 14 Evaluating Expressions with Exponents** • I know how to find the value of expressions that have both an exponent and addition or subtraction. • I know how to find the value of expressions that have both an exponent and multiplication or division. **Lesson 15 Equivalent Exponential Expressions** • I can find solutions to equations with exponents in a list of numbers.

	performing operations in the conventional order.	• I can replace a variable with a number in an expression with exponents and use the correct order of operations to find the value of the expression.
Checkpoint C	*Responding to Student Thinking* • Problem 1: Press Pause: By this point in the unit, there should be some student mastery of evaluating numerical expressions with exponents and using the results to justify whether or not two expressions are equivalent. If students struggle, make time to revisit related work in the referenced lesson. See the Course Guide for ideas to help students re-engage with earlier work. Grade 6, Unit 6, Lesson 13 Expressions with Exponents • Problem 2: Press Pause: By this point in the unit, there should be some student mastery of evaluating exponential expressions with variables for given values of the variable. If students struggle, make time to revisit related work in the referenced lesson. See the Course Guide for ideas to help students re-engage with earlier work. Grade 6, Unit 6, Lesson 14 Evaluating Expressions with Exponents	
Section D Relationships Between Quantities (Lessons 16-18)	**Learning Target #7** Create a table, graph, and equation to represent the relationship between two quantities. **Learning Target #8** Identify the independent and dependent variable in a situation.	**Lesson 16 Two Related Quantities, Part 1** • I can create tables and graphs that show the relationship between two amounts. • I can write an equation with two variables that shows the relationship between two amounts. **Lesson 17 Two Related Quantities, Part 2** • I can create tables and graphs to represent the relationship between distance and time for something moving at a constant speed. • I can write an equation with variables to represent the relationship between distance and time for something moving at a constant speed **Lesson 18 More Relationships** • I can create tables and graphs that show different kinds of relationships between amounts. • I can write equations that describe relationships with area and volume.
Checkpoint D	*Responding to Student Thinking* More Chances: Students will have more opportunities to develop this understanding in later courses. There is no need to slow down or add additional work to review this concept at this time.	
Section E Let's Put It to Work (Lesson 19)	**Learning Target #9** Create a verbal description and a graph to represent the relationship shown in an equation and table. **Learning Target #10** Identify tables and equations that represent the same relationship and justify (orally) the match. **Learning Target #11** Interpret and critique (orally) different representations of the same relationship, i.e. table, equation, graph, and verbal description.	**Lesson 19 Tables, Equations, and Graphs, Oh My!** • I can create a table and a graph that represent the relationship in a given equation. • I can explain what an equation tells us about the situation.
End of Unit Assessment		

Unit Title:

Unit 7: Rational Numbers

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1	6.NS.C.5 6.NS.C.6	Lesson 11	6.NS.C.6.b 6.NS.C.6.c 6.NS.C.8
Lesson 2	6.NS.C.6 6.NS.C.6.a 6.NS.C.6.c	Lesson 12	6.NS.C. 6.b 6.NS.C.6.c
Lesson 3	6.NS.C.7.a 6.NS.C.7.b	Lesson 13	6.NS.C.6.c 6.NS.C.7.c 6.NS.C.8
Lesson 4	6.NS.C 6.NS.C.6 6.NS.C.6.a 6.NS.C.7	Lesson 14	6.NS.C.6 6.NS.C.6.b 6.NS.C.8
Lesson 5	6.NS.C.5	Lesson 15	6.G.A.3 6.NS.C.6.c 6.NS.C.8
Lesson 6	6.NS.C.7 6.NS.C.7.c 6.NS.C.7.d	Lesson 16	6.NS.B.4
Lesson 7	6.NS.C.6 6.NS.C.7 6.NS.C.7.a 6.NS.C.7.d	Lesson 17	6.NS.B.4
Lesson 8	6.EE.B.6 6.EE.B.8 6.NS.C.7.b	Lesson 18	6.NS.B.4
Lesson 9	6.EE.B.5 6.EE.B.8 6.NS.C.7.a	Lesson 19	6.G.A.36.NS.C.8
Lesson 10	6.EE.A.2.b 6.EE.B.5 6.EE.B.6 6.EE.B.8		

Essential Question(s):

- How do positive and negative numbers, their opposites, and absolute value help us describe and compare real-world situations?
- How can we use words, symbols, and absolute value to compare rational numbers in real-world situations?
- How can we use inequalities and number lines to represent and make sense of real-world situations?
- How do the signs of coordinates and reflections across axes help us understand the location and movement of points in the coordinate plane?
- How can we use coordinates and absolute value to find distances between points and describe their relationships?
- How can understanding factors and multiples help us solve real-world problems?
- How can we use coordinates and patterns of points to create and understand shapes and images in the coordinate plane?

Enduring Understanding(s):

- Positive and negative numbers, along with their opposites and absolute values, help us describe and interpret real-world quantities and changes.
- Number lines and inequalities allow us to visualize, compare, and reason about rational numbers in meaningful ways.
- The coordinate plane helps us understand relationships between points, including distance, reflection, and symmetry.
- Signs of coordinates reveal important information about location and movement in all four quadrants of the coordinate plane.
- Understanding factors, multiples, and absolute value helps us solve real-world problems involving rational numbers.

Demonstration of Learning:

CFA 1: Checkpoint A (after lesson 7)
CFA 2: Checkpoint B (after lesson 10)
CFA 3: Checkpoint C (after lesson 15)
CFA 4: Checkpoint D (after lesson 18)
EoU: Assessment A

Pacing for Unit

22 Days
Lesson Modifications:

- Remove 6.7.7: This lesson synthesizes the learning of the first six lessons and features an optional activity.
- Remove 6.7.15: This lesson has students plot vertices of polygons in the coordinate plane. It is an application of prior learned concepts to related standards.
- Remove 6.7.18: The majority of this lesson asks students to think about the greatest common factor and least common multiple for sets of 3 whole numbers, where the standards only call for students to analyze pairs of whole numbers.
- Remove 6.7.19: This lesson is optional.

Family Overview

Family Resources: Rational Numbers
Recursos Familiares: Números racionales

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

Lesson	New Terminology: receptive	New Terminology: productive
6.7.1	positive number, negative number, temperature, degrees Celsius, elevation, sea level	number line, below zero
6.7.2	opposite (numbers), rational number, location, distance (away) from zero	
6.7.3	sign, inequality, closer to 0, farther from 0	greater than, less than
6.7.4	from least to greatest	temperature, elevation sea level
6.7.5	positive change, negative change, context	
6.7.6	absolute value	positive number, negative number, distance (away) from zero
6.7.7		closer to 0 farther from 0
6.7.8	maximum, minimum	
6.7.9	requirement, solution to an inequality	
6.7.10	unbalanced hanger	inequality
6.7.11	quadrant, coordinate plane, *x*-coordinate, *y*-coordinate	
6.7.12	(line) segment	axis
6.7.13	degrees Fahrenheit	degrees Celsius
6.7.14		absolute value, *x*-coordinate, *y*-coordinate
6.7.16	common factor, greatest common factor (GCF)	factor
6.7.17	common multiple, least common multiple (LCM)	multiple

Aligned Unit Materials, Resources, and Technology

Lessons 1-7: Number Line Tools

Interactive applets for:

- Plotting positive and negative numbers
- Understanding opposites
- Comparing rational numbers
- Exploring absolute value
- Visualizing distance from zero

Lessons 8-10: Inequality Tools

Tools for:

- Graphing inequalities on number lines
- Understanding solution sets
- Exploring open and closed endpoints
- Representing real-world constraints

Lessons 11-15: Coordinate Plane Tools

Interactive applets for:

- Plotting points in all quadrants
- Creating polygons in the coordinate plane
- Measuring distances between points
- Understanding coordinate relationships
- Exploring geometric shapes

Throughout Unit: Rational Number Visualization Tools

Tools for:

- Representing rational numbers in different forms
- Converting between decimals and fractions
- Understanding positive and negative numbers
- Exploring number relationships

These applets support key learning goals around understanding **rational numbers, working with inequalities**, and **using the coordinate plane**.

Opportunities for Interdisciplinary Connections:

Science

- Analyze positive and negative temperatures in weather data
- Study temperature changes across seasons
- Measure elevations above and below sea level
- Study depth measurements in oceanography
- Plot coordinates in geological features

Social Studies

- Understand profit and loss
- Compare positive/negative changes in world

Anticipated Misconceptions:

- Thinking larger negative numbers are “greater than” smaller “negative numbers”
- Confusing absolute value with order
- Reversing x and y coordinates when plotting points
- Thinking 0 has an opposite
- Not recognizing the opposite of negative is positive
- Confusing increase/decrease with positive/negative

See teacher's guide for specific misconceptions aligned to each lesson.

markets
- Study elevation changes in landforms over time

Physical Education and Wellness
- Analyze sports analytics
- Plot players positions using coordinates
- Monitor weight changes
- Study heart rate variations

Connections to Prior Units:	Connections to Future Units:
In previous units, students worked exclusively with non-negative numbers, where magnitude and order were indistinguishable: if one number was greater than another, it always appeared to the right on the number line and was always farther from zero. In this unit, as students begin working with signed numbers, they learn to distinguish between magnitude (the absolute value of a number) and order (its relative position on the number line). They come to understand the difference between comparisons such as "greater than" versus "greater absolute value," and "less than" versus "smaller absolute value." **Essential prior concepts to engage with this unit:** • locating fractions on number lines • graphing in quadrant I on the coordinate plane • factors and multiples **Relevant Unit(s)/Lesson(s) to Review:** • Grade 5 Unit 7: Shapes on the Coordinate Plane • These lessons incorporate grade 5 work with graphing ordered pairs in quadrant I. ○ 5.7.2 and 5.7.11	In grade 7, students will perform arithmetic operations with signed numbers and write and solve more complex inequalities. *See Adaptation Pack in the IL Classroom (6.7 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.*

Differentiation through *Universal Design for Learning*

Notice and Wonder (Engagement & Representation)
- Exploring number line representations of negative numbers
- Discovering patterns in coordinate plane quadrants
- Making sense of absolute value in real-world contexts

Mathematical Language Routines (All UDL Principles)
- Progressive vocabulary development from receptive to productive use
- Connecting everyday language (above/below zero) to mathematical concepts
- Building understanding through real-world contexts (temperature, elevation)

Describe and Interpret (Action/Expression & Representation)
- Describing situations involving negative numbers
- Interpreting points on coordinate planes
- Explaining relationships between numbers and their opposites

The routines in this unit particularly support students in:
- Building conceptual understanding through multiple representations
- Developing precise mathematical language
- Making connections to real-world contexts

Related *CELP standards* aligned to Learning Targets:

Progression of Disciplinary Language
In this unit, teachers can anticipate students using language for mathematical purposes, such as describing, interpreting, justifying, and generalizing. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Describe and Interpret
- Situations involving negative numbers (Lesson 1).
- Features of a number line (Lessons 2, 4 and 6).
- Situations involving elevation (Lesson 7).
- Situations involving minimums and maximums (Lesson 8).
- Points on a coordinate plane (Lessons 11 and 14).

- Situations involving factors and multiples (Lesson 18).

Justify

- Reasoning about magnitude (Lesson 3).
- Reasoning about a situation involving negative numbers (Lesson 5).
- Reasoning about solutions to inequalities (Lesson 9).
- That all possible pairs of factors have been identified (Lesson 16).

Generalize

- The meaning of integers for a specific context (Lesson 5).
- Understanding of solutions to inequalities (Lesson 9).
- About the relationships between shapes (Lesson 10).
- About greatest common factors (Lesson 16).
- About least common multiples (Lesson 17).

In addition, students are expected to critique the reasoning of others, represent inequalities symbolically and in words, and explain how to order rational numbers and how to determine distances on the coordinate plane. Students also have opportunities to use language to compare magnitudes of positive and negative numbers, compare features of ordered pairs, and compare appropriate axes for different sets of coordinates.

	Emerging	Expanding	Bridging
LT1	Use gestures to show above/below zero Match numbers to real contexts Complete "The temperature is ___"	Explain meaning using sentence frames Connect numbers to real situations "This means ___ below/above zero"	Interpret numbers independently Use precise mathematical language Make contextual connections
LT2	Point to locations on number line Mark positive/negative numbers State "Same distance from zero"	Plot numbers using guided steps Explain opposite number locations "The opposite of ___ is ___"	Plot numbers independently Explain relationships fluently Connect concepts mathematically
LT3	Use greater/less than symbols Circle larger/smaller numbers Complete "__ is more than __"	Write comparison statements Explain reasoning with support "I know ___ is greater because..."	Compare numbers fluently Use precise comparison language Justify comparisons fully
LT4	Test given values Circle yes/no for solutions Use number line to check	Explain why values work/don't work Use guided solution checking "This works because..."	Determine solutions independently Justify solution reasoning Evaluate complex cases
LT5	Mark points on number line Use open/closed circles Follow visual models	Draw diagrams with guidance Explain representation choices "The circle shows..."	Create diagrams independently Explain representations fully Use precise notation
LT6	Select from inequality options Match situations to symbols Complete "x ___ number"	Write inequalities with support Explain meaning using frames "We use > because..."	Write inequalities independently Justify symbol choices Create complex constraints
LT7	Identify quadrant numbers Point to reflected points Label positive/negative coordinates	Describe point locations Explain reflection patterns "When x changes sign..."	Analyze coordinate relationships Explain reflections completely Use mathematical precision
LT8	Count grid spaces Use number line to measure State "The distance is ___"	Calculate with support Explain method using frames "I found distance by..."	Calculate distances independently Explain multiple methods Apply to complex situations
LT9	Follow step-by-step plotting Match points to coordinates Use coordinate template	Plot points with some support Explain location process "First I go ___, then ___"	Plot points independently Explain efficient strategies Navigate all quadrants fluently
LT10	List factors using visual aids Circle common numbers Complete factor pairs	Find factors systematically Explain common factors "These share factors because..."	Find all factors efficiently Explain factor relationships Apply to complex problems
LT11	List multiples using patterns Circle shared multiples Complete number patterns	Generate multiples systematically Explain common multiples "Both numbers go into..."	Find multiples efficiently Explain relationships fully Solve complex problems
LT12	Plot given ordered pairs Copy coordinate patterns Label points from model	Create simple shapes Explain process with frames "The points make ___ shape"	Design complex images Explain strategy clearly Justify point selection

Additional Sentence Frames and Stems

Section A

- _____ is greater/less than _____ because ...
- The opposite of _____ is _____ because ...
- The absolute value of _____ is _____.

- The value _____ is located _____ spaces to the right/left of zero on a number line which means its opposite, _____ is located _____ spaces to the right/left of zero.
- The value _____ makes sense in this situation because ...

Section B
- The phrase _____ means _____ and can be represented by the inequality _____.
- The value _____ is a solution to the inequality _____ because ...
- The solution to the inequality _____ can be represented on a number line diagram by ...
- The inequality _____ represents this situation because ...

Section C
- Point _____ is in quadrant _____ because ...
- The distance between the point _____ and the point _____ is _____ because ...
- To plot the point _____, first I _____, then I _____ and place the point.

Section D
- The greatest common factor between _____ and _____ is _____.
- The least common multiple between _____ and _____ is _____.
- For this situation, I need to first find the greatest common factor/least common multiple because ...

Section E
- I chose to design a _____ on the coordinate plane and used the ordered pairs _____.
- I began my design in the _____ quadrant because ...

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A Negative Numbers and Absolute Value (Lessons 1-7)	**Learning Target #1** Interpret a rational number and the absolute value of a number in context. **Learning Target #2** Plot rational numbers and their opposites on a number line; know that a number and its opposite have the same absolute value. **Learning Target #3** Use words and symbols to compare rational numbers, where a rational number could also be the absolute value of a number.	**Lesson 1 Positive and Negative Numbers** • I can explain what 0, positive numbers, and negative numbers mean in the context of temperature and elevation. • I can use positive and negative numbers to describe temperature and elevation. • I know what positive and negative numbers are. **Lesson 2 Points on the Number Line** • I can represent negative numbers on a number line. • I can tell or approximate the value of any point on a number line. • I understand what it means for numbers to be opposites. **Lesson 3 Comparing Positive and Negative Numbers** • I can explain how to use the positions of numbers on a number line to compare them. • I can use inequalities to compare positive and negative numbers. **Lesson 4 Ordering Rational Numbers** • I can compare and order rational numbers. • I can use phrases like “greater than,” “less than,” and “opposite” to compare rational numbers. **Lesson 5 Using Negative Numbers to Make Sense of Contexts** • I can explain and use negative numbers in situations involving money. • I can interpret and use negative numbers in different contexts. **Lesson 6 Absolute Value of Numbers** • I can explain what the absolute value of a number is. • I can find the absolute values of rational numbers. • I can recognize and use the notation for absolute value. **Lesson 7 Comparing Numbers and Distance from Zero** • I can explain what absolute value means in situations involving elevation. • I can use absolute values to describe elevations. • I can use inequalities to compare rational numbers and the absolute values of rational numbers.
Checkpoint A	*Responding to Student Thinking* • Problem 1: Point to Emphasize: If most students struggle with locating points on the number line, including opposites and absolute values, reinforce the idea in the next section. For example, when students notice and wonder about points on the number line in the Warm-up referred to here, ask students to determine possible values for each letter based on its location. Grade 6, Unit 7, Lesson 9, Activity 1 Notice and Wonder: Unknowns on a Number Line • Problem 2: Points to Emphasize: If most students struggle with using inequality signs to compare values, especially absolute values, reinforce the idea in the next section. For example, when finding	

	the distances between points in the coordinate plane in the activity referred to here, relate the idea of finding the distance of each point to the x - or y - axis with absolute value. Grade 6, Unit 7, Lesson 14, Activity 2 Signs of Numbers in Coordinates	
Section B Inequalities (Lessons 8-10)	**Learning Target #4** Determine whether a given value is a solution to a given inequality. **Learning Target #5** Draw and label a number line diagram to represent the solutions to an inequality. **Learning Target #6** Write an inequality statement to represent a constraint.	**Lesson 8 Writing and Graphing Inequalities** ● I can graph inequalities on a number line. ● I can write an inequality to represent a situation. **Lesson 9 Solutions of Inequalities** ● I can explain what it means for a number to be a solution to an inequality. ● I can graph the solutions to an inequality on a number line. ● I can tell if a particular number is a solution to an inequality. **Lesson 10 Interpreting Inequalities** ● I can explain what the solution to an inequality means in a situation. ● I can write inequalities that involve more than one variable.
Checkpoint B	*Responding to Student Thinking* ● Problem 1: Points to Emphasize: If most students struggle with using inequality symbols to write statements that compare values in a situation, reinforce this idea in the next section. For example, ask students to practice writing inequalities when comparing high and low temperatures in Noma, Alaska in the activity referred to here. Grade 6, Unit 7, Lesson 13, Activity 3 High and Low Temperatures ● Problem 2: Points to Emphasize: If most students struggle with determining if a number is a solution to an inequality, reinforce this idea in the next section. For example, when students find the coordinates of points in all four quadrants, ask students to identify points that have a greater or lesser x - or y -coordinate. Grade 6, Unit 7, Lesson 11, Activity 2 The Coordinate Plane	
Section C The Coordinate Plane (Lessons 11-15)	**Learning Target #7** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **Learning Target #8** Use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **Learning Target #9** Working in all four quadrants, plot a point given its coordinates, or identify the coordinates of a given point in the coordinate plane.	**Lesson 11 Points in the Coordinate Plane** ● I can plot points with negative coordinates in the coordinate plane. ● I know what a coordinate plane is and can describe the four quadrants. ● I know what negative numbers in coordinates tell us. **Lesson 12 Constructing the Coordinate Plane** ● When given points to plot, I can construct a coordinate plane with an appropriate scale and pair of axes. **Lesson 13 Interpreting Points in a Coordinate Plane** ● I can explain how rational numbers represent balances in a money context. ● I can explain what points in a four-quadrant coordinate plane represent in a situation. ● I can plot points in a four-quadrant coordinate plane to represent situations and solve problems. **Lesson 14 Distances in the Coordinate Plane** ● I can find horizontal and vertical distances between points on the coordinate plane. **Lesson 15 Shapes in the Coordinate Plane** ● I can find the lengths of horizontal and vertical segments in the coordinate plane. ● I can plot polygons on the coordinate plane when I have the coordinates for the vertices.
Checkpoint C	*Responding to Student Thinking* ● Problem 1: Press Pause: By this point in the unit, there should be some student mastery of plotting and labeling the coordinates of points in the coordinate plane. If most students struggle, make time to revisit related work in the section referred to here. See the Course Guide for ideas to help students re-engage with earlier work. Grade 6, Unit 7, Section C The Coordinate Plane ● Problem 2: Point to Emphasize: If most students struggle to recognize that when points are related by reflections, their coordinates only differ by signs, revisit this idea in the next section. For example, in the practice problem referred to here, sketch the possible locations of points C and D on a coordinate plane, and notice how the coordinates are opposites. Grade 6, Unit 7, Lesson 17, Practice Problem 5 ● Problem 3: Points to Emphasize: If most students struggle to find the distance between two points	

	that both lie on the same vertical or horizontal line, revisit this idea in the next section. For example, ask students to plot the points in the practice problem referred to here, and ask them if they notice any connections between the length of the side and the numbers in the coordinates. Grade 6, Unit 7, Lesson 17, Practice Problem 4	
Section D Common Factors and Common Multiples (Lessons 16-18)	**Learning Target #10** List the factors of a number and identify common factors for two numbers in a real-world situation. **Learning Target #11** List the multiples of a number and identify common multiples for two numbers in a real-world situation.	**Lesson 16 Common Factors** ● I can explain what a common factor is. ● I can explain what the greatest common factor is. ● I can find the greatest common factor of two whole numbers. **Lesson 17 Common Multiples** ● I can explain what a common multiple is. ● I can explain what the least common multiple is. ● I can find the least common multiple of two whole numbers. **Lesson 18 Using Common Multiples and Common Factors** ● I can solve problems using common factors and multiples.
Checkpoint D	*Responding to Student Thinking* ● Problem 1: Points to Emphasize: If most students struggle to solve problems involving common factors, revisit this idea in the next unit. For example, when students answer survey questions in the activity referred to here, choose two numbers, and ask students to find common factors of both numbers. Grade 6, Unit 8, Lesson 1, Activity 2 Surveying the Class ● Problem 2: Point to Emphasize: If most students struggle to solve problems involving common multiples, revisit this idea in the next unit. For example, when students answer survey questions in the activity referred to here, choose two numbers, and ask students to find common multiples of both numbers. Grade 6, Unit 8, Lesson 1, Activity 2 Surveying the Class	
Section E Let's Put It to Work (Lesson 19)	**Learning Target #12** Generate a list of ordered pairs to create an image in the coordinate plane, and explain (orally) the reasoning.	**Lesson 19 Drawing in the Coordinate Plane** ● I can use ordered pairs to draw a picture.
End of Unit Assessment		

Unit Title:

Unit 8: Data Sets and Distributions

Relevant Standards: Bold indicates priority

Lesson	Standards	Lesson	Standards
Lesson 1	6.SP.B	Lesson 10	6.SP.A.3 6.SP.B.5.c
Lesson 2	6.SP.A 6.SP.A.1 6.SP.B 6.SP.B.5.b	Lesson 11	6.SP.A.2 6.SP.A.3 6.SP.B.5.c
Lesson 3	6.SP.A.1 6.SP.B.4 6.SP.B.5.a 6.SP.B.5.b	Lesson 12	6.NS.B.3 6.SP.B.5.c 6.SP.B.5.d
Lesson 4	6.SP.A.2 6.SP.B 6.SP.B.4 6.SP.B.5.a	Lesson 13	6.SP.B 6.SP.B.5.c
Lesson 5	6.SP.A.2 6.SP.B 6.SP.B.4 6.SP.B.5.b	Lesson 14	6.SP.B.5.b 6.SP.B.5.c 6.SP.B.5.d
Lesson 6	6.SP.A.1 6.SP.A.3 6.SP.B.4 6.SP.B.5.b	Lesson 15	6.SP.B.5.c 6.SP.B.5.d
Lesson 7	6.SP.A.1 6.SP.A.2 6.SP.B 6.SP.B.4 6.SP.B.5.b	Lesson 16	6.SP.B.4 6.SP.B.5.c 6.SP.B.5.d
Lesson 8	6.SP.A.2 6.SP.B.4	Lesson 17	6.SP.A.1 6.SP.B.4 6.SP.B.5
Lesson 9	6.SP.A.3 6.SP.B 6.SP.B.5.c	Lesson 18	6.SP.A.2 6.SP.B 6.SP.B.5.c 6.SP.B.5.d

Essential Question(s):

- How can we interpret data to answer statistical questions and make sense of real-world situations?
- How do we decide which data displays and statistical measures best represent and explain what we observe?
- What can data tell us, and how do we choose the best way to represent and describe it?
- How do different types of data, displays, and measures help us understand variability and compare information?

Enduring Understanding(s):

- Statistical questions involve variability and are answered by collecting and analyzing data.
- Data can be numerical or categorical, and the type of data affects how it should be organized and represented.
- A data distribution can be described by its center, spread, and overall shape.
- The mean and median describe the center of a data set, while the mean absolute deviation (MAD) and interquartile range (IQR) describe the variability.
- Different data displays such as dot plots, histograms, and box plots highlight different features of a distribution and can be used to draw conclusions.
- Choosing appropriate representations and measures depends on the question being asked and the nature of the data.
- Analyzing and interpreting data helps us make sense of real-world contexts, identify patterns, and support reasoning with evidence.

Demonstration of Learning:

If entire Unit is taught:
Checkpoint A is an opportunity for feedback
CFA 1: Checkpoint B (after lesson 8)
CFA 2: Checkpoint C (after lesson 12)
Mid Unit: Assessment A (after lesson 12)
CFA 3: Checkpoint D (after lesson 17)
EoU: Assessment A

Pacing for Unit

4+ Days

- Pacing currently allows for Lessons 1-4 of the unit to be taught., In that case, there would be no common assessments.

Lesson Modifications:

- Combine Lessons: 6.8.1 and 6.8.2. Lesson 6.8.1 contains a class survey that may need to be significantly adjusted to reflect students' adjusted school and social experiences. The survey can be removed to allow Lessons 6.8.1 and 6.8.2 to be combined.
- Remove Lesson: 6.8.12. This lesson is the application of concepts learned in prior lessons.
- Remove Lesson: 6.8.18. This lesson is the application of concepts learned in prior lessons.

Family Overview

Family Resources: Data Sets and Distributions
Recursos Familiares: Conjuntos de datos y distribuciones

Integration of Technology:

- Desmos Online Graphing Calculator
- Pear Assessment (Edulastic)
- iM v.360 Digital Applets (see below)

Unit-specific Vocabulary:

	New Terminology	
Lesson	receptive	productive

Aligned Unit Materials, Resources, and Technology

Lessons 1-5: Data Visualization Tools
Interactive applets for:

6.8.1	numerical data, categorical data, dot plot	
6.8.2	statistical question, variability	
6.8.3	distribution, frequency	bar graph
6.8.4	typical	
6.8.5	center, spread	variability
6.8.6	histogram, bins	distribution, center
6.8.7		statistical question, spread
6.8.8	symmetrical, peak, cluster, unusual value	numerical data, categorical data, gap
6.8.9	average, mean, fair share	
6.8.10	measure of center balance point	
6.8.11	mean absolute deviation, (MAD) measure of spread	symmetrical, mean
6.8.12		mean absolute deviation (MAD), typical
6.8.13	median	measure of center
6.8.14		peak, cluster, unusual value
6.8.15	range, quartile, interquartile range, (IQR), five-number summary	measure of spread, minimum, maximum,
6.8.16	box plot, whisker	median, interquartile range (IQR)
6.8.17		range, quartile
6.8.18		dot plot, histogram, box plot

- Creating dot plots
- Organizing data sets
- Understanding distributions
- Exploring statistical questions
- Analyzing data displays

Lessons 6-8: Histogram Tools

Tools for:

- Creating histograms
- Understanding frequency
- Comparing data displays
- Analyzing distributions
- Exploring data grouping

Lessons 9-12: Mean and Variability Tools

Interactive applets for:

- Visualizing the mean
- Understanding balance point
- Exploring variability
- Calculating MAD
- Making comparisons

Lessons 13-18: Box Plot Tools

Tools for:

- Creating box plots
- Understanding quartiles
- Comparing distributions
- Analyzing spread
- Exploring data summaries

These applets support key learning goals around **understanding data distributions, creating statistical displays**, and **analyzing measures of center and spread.**

Opportunities for Interdisciplinary Connections:

Science

- Use statistical questions to form hypothesis
- Create data displays to communicate findings
- Analyze variability in experimental results

Social Studies

- Analyze historical populations
- Use graphs to analyze migration patterns
- Use data displays to create and answer questions about elections and polling

Physical Education and Wellness

- Track physical activity metrics
- Analyze nutrition data
- Study grow patterns in adolescents

Anticipated Misconceptions:

- Thinking that any question about numbers is a statistical question.
- Confusing numerical and categorical data.
- Confusing histograms and bar graphs.
- Always using mean, even with skewed data.
- Thinking mean and median are always close.
- Confusing range with IQR
- Not understanding with MAD represents

See teacher's guide for specific misconceptions aligned to each lesson.

Connections to Prior Units:

In previous units, students used percentages to describe real-world situations. In this unit, they continue to apply percentages to analyze data. Students will also use skills from Unit 5, such as computing with decimals, to calculate measures

Connections to Future Units:

In later courses, when student understanding of variability and their exposure to additional distributions is expanded, students will learn about standard deviation and evolve their understanding away from mean absolute deviation.

of central tendency. **Essential prior concepts to engage with this unit:** • This unit begins the study of statistics. Prior to grade 6, students have had experience creating and interpreting bar graphs and line plots. They construct and interpret line plots with fractions in grades 4 and 5, though that work is not a formal prerequisite to the grade 6 standards on dot plots, histograms, or box plots. **Relevant Unit(s)/Lesson(s) to Review:** • Grade 5, Unit 6: More Decimal and Fraction Operations	*See Adaptation Pack in the IL Classroom (6.8 Plan) for more suggestions on connections, pacing modifications, modified plans based on Check Your Readiness Assessment, and a priority list of lessons.*

Differentiation through *Universal Design for Learning*

Notice and Wonder (Engagement & Representation)

Use data displays to:

- Make statistical concepts accessible to all learners
- Build curiosity through open-ended observation
- Support entry into complex data analysis tasks

Collect and Display (Action/Expression & Representation)

- Capturing student language about statistical concepts
- Creating visual references for key vocabulary (mean, median, distribution)
- Building bridges between informal and formal statistical language

Mathematical Language Routines (All UDL Principles)

- Creating word walls for statistical terms
- Using multiple representations of data
- Connecting everyday language to statistical concepts

Related *CELP standards* aligned to Learning Targets:

Progression of Disciplinary Language

In this unit, teachers can anticipate students using language for mathematical purposes, such as justifying, representing, and interpreting. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Justify

- Reasoning for matching data sets to questions (Lesson 2).
- Reasoning about dot plots (Lesson 3).
- Reasoning about mean and median (Lesson 13).
- Reasoning about changes in mean and median (Lesson 14).
- Reasoning about which information is needed (Lesson 17).
- Which summaries and graphs best represent given data sets (Lesson 18).

Represent

- Data using dot plots (Lessons 3 and 4).
- Data using histograms (Lesson 7).
- Mean using bar graphs (Lesson 9).
- Data with five number summaries (Lesson 15).
- Data using box plots (Lesson 16).

Interpret

- Dot plots (Lessons 4 and 11).
- Histograms (Lessons 6 and 18).
- Mean of a data set (Lesson 9).
- Five-number summaries (Lesson 15).
- Box plots (Lesson 16).

In addition, students are expected to critique the reasoning of others, describe how quantities are measured, describe and compare features and distributions of data sets, generalize about means and distances in data sets, generalize categories for sorting data sets, and generalize about statistical questions. Students are also expected to use language to compare questions that produce numerical and categorical data, compare dot plots and histograms, and compare histograms and bar graphs.

	Emerging	**Expanding**	**Bridging**

LT1	Match data types to examples using visuals Use word bank to identify numerical/categorical "This is ___ data"	Sort data using sentence frames Explain why data is numerical/categorical "The data is ___ because..."	Independently classify data types Use academic vocabulary fluently Complete explanations
LT2	Use yes/no to identify if answers will vary Point to examples of statistical questions "Same/Different answers"	Explain variability using guided structures Identify statistical questions with reasons "This is statistical because..."	Justify statistical nature of questions Analyze variability independently Complex reasoning
LT3	Point to where most data is located Use "few/many" to describe groups Label basic features	Describe center and spread with frames Use "clusters" and "gaps" in descriptions "The data shows..."	Give detailed distribution descriptions Use statistical vocabulary fluently Make connections between features
LT4	Identify bars with most/least data Count frequencies Use "high/low" descriptions	Answer questions about data using frames Compare heights of bars "Most values are between..."	Interpret histograms comprehensively Answer complex questions Make statistical inferences
LT5	Use "greater/less than" for means Identify larger/smaller MAD Basic numerical comparisons	Compare means with sentence frames Describe differences in spread "The mean is ___ more than..."	Compare distributions comprehensively Use precise statistical language Make meaningful connections
LT6	Match measures to simple contexts Use basic vocabulary with support Fill in single-word responses	Explain measures using frames Connect numbers to context "This shows the typical..."	Interpret measures in context Explain significance of values Make statistical arguments
LT7	Label parts of box plots Make simple comparisons Use "higher/lower"	Compare features using frames Describe differences in spread "The median shows..."	Compare distributions fully Use statistical vocabulary Make supported conclusions
LT8	Identify IQR from given values Match quartiles to visual marks Basic numerical recognition	Explain IQR with sentence frames Describe spread in context "The middle 50% is..."	Interpret IQR meaningfully Connect to context Make statistical arguments
LT9	Choose from limited options Match displays to purposes Use yes/no responses	Explain choices with frames Compare display features "I chose ___ because..."	Justify choices independently Evaluate effectiveness Make statistical arguments
LT10	Select measures from options Match measures to basic uses Use provided vocabulary	Compare measures using frames Explain advantages "This works better for..."	Select and justify measures Compare advantages/limitations Complete statistical reasoning

Additional Sentence Frames and Stems

Section A

- _____ is an example of categorical/numerical data because ...
- In this context, the data point _____ means ...
- The question _____ is statistical /not statistical because ...

Section B

- The frequency of _____ is _____.
- The histogram/dot plot _____ represents/does not represent _____ because....
- I would use a _____ rather than a _____ to represent the data because ...
- I think that the spread of data represented in this dot plot is _____ because ...
- The data point ____ is the center of the distribution because ...

Section C

- The data set that represents _____ has a mean of _____ because ...
- The mean of the first data set is _____ and the mean for the second data set is _____. This tells me that ...
- The data set that represents _____ has a mean absolute deviation of ____. This tells me the variability is _____ because ...
- The mean absolute deviation of the first data set is _____ and the mean absolute deviation for the second data set is _____. This tells me that ...

Section D

- The data set that represents _____ has a median of _____ because ...
- The data set that represents _____ has an interquartile range of ____ because ...
- The interquartile range for the first data set is _____ and the interquartile range for the second data set is _____. This tells me that ...
- Comparing the box plots for the two data sets, I can see that ...

Section E

- The median for this data set is _____ and the mean is _____. The _____ is the best measure of center to describe the data

because ...
- The mean of _____ is less/greater than the median because...
- The shape of the distribution appears _____ because ...
- I chose the _____ to represent the data because ...

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
Section A Data, Variability, and Statistical Questions (Lessons 1-2)	**Learning Target #1** Comprehend and use the terms “numerical” and “categorical” to describe data sets. **Learning Target #2** Justify whether a question is “statistical” based on whether variability is expected in the data that could be collected.	**Lesson 1 Got Data?** • I can collect the correct data to answer a question and use the correct units. • I can explain the difference between categorical and numerical data. **Lesson 2 Statistical Questions** • I can tell statistical questions from non-statistical questions and explain the difference. • I can tell when data has variability.
Checkpoint A	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If students struggle to classify questions as categorical or numerical, plan to reinforce the idea in the following sections by asking students to classify questions as they arise. For example, when students create questions about collected bottle caps, have students classify their suggested questions or specifically create a question of each type. Grade 6, Unit 8, Lesson 3, Activity 1 Curious about Caps • Problem 2: Points to Emphasize: If students struggle to understand what statistical questions are, reinforce the idea by asking about the questions in upcoming sections. For example, as students consider computer upgrades, ask why a dot plot is necessary to answer the question and whether students can think of a non-statistical question they could ask about the situation. Grade 6, Unit 8, Lesson 4, Activity 2 Computer Upgrades	
Section B Dot Plots and Histograms (Lessons 3-8)	**Learning Target #3** Describe a distribution represented by a dot plot, including informal observations about its center and spread. **Learning Target #4** Interpret a histogram to answer statistical questions about a data set.	**Lesson 3 Representing Data Graphically** • I can describe the information presented in tables, dot plots, and bar graphs. • I can use tables, dot plots, and bar graphs to represent distributions of data. **Lesson 4 Dot Plots** • I can describe the center and spread of data from a dot plot. **Lesson 5 Using Dot Plots to Answer Statistical Questions** • I can use a dot plot to represent the distribution of a data set and answer questions about the real-world situation. • I can use center and spread to describe data sets, including what is typical in a data set. **Lesson 6 Interpreting Histograms** • I can recognize when a histogram is an appropriate graphical display of a data set. • I can use a histogram to get information about the distribution of data and explain what it means in a real-world situation. **Lesson 7 Using Histograms to Answer Statistical Questions** • I can draw a histogram from a table of data. • I can use a histogram to describe the distribution of data and determine a typical value for the data. **Lesson 8 Describing Distributions on Histograms** • I can describe the shape and features of a histogram and explain what they mean in the context of the data. • I can distinguish histograms and bar graphs.
Checkpoint B	*Responding to Student Thinking* • Problem 1: Points to Emphasize: If students struggle to describe the distribution, emphasize center and spread throughout the next section by focusing on mean and mean absolute deviation. For example, as students examine dot plots and calculate measures of center and variability, ask students to summarize their findings by describing the distribution. Grade 6, Unit 8, Lesson 11, Activity 2 Shooting Hoops (Part 2) • Problem 2: Points to Emphasize: If students struggle to interpret a histogram, revisit histograms as	

	they come up in future sections. For example, after students examine distributions shown using histograms, ask how many individuals fall into a particular interval or group of intervals. Grade 6, Unit 8, Lesson 14, Activity 3 Card Sort: Mean or Median?	
Section C Measures of Center and Variability (Lessons 9-12)	**Learning Target #5** Compare the means and mean absolute deviations of different distributions. **Learning Target #6** Interpret the mean and mean absolute deviation (MAD) in the context of the data.	**Lesson 9 Mean** • I can explain how the mean for a data set represents a "fair share." • I can find the mean for a numerical data set. **Lesson 10 Finding and Interpreting the Mean as the Balance Point** • I can describe what the mean tells us in the context of the data. • I can explain how the mean represents a balance point for the data on a dot plot. **Lesson 11 Variability and MAD** • I can find the MAD for a set of data. • I know what the mean absolute deviation (MAD) measures and what information it provides. **Lesson 12 Using Mean and MAD to Make Comparisons** • I can say what the MAD tells us in a given context. • I can use means and MADs to compare groups.
Checkpoint C	*Responding to Student Thinking* Points to Emphasize: If students struggle to use mean and MAD to compare groups, emphasize the role of both center and variability in comparing groups (as those measures arise in the next section). For example, as students compare paper-airplane data using box plots, ask how the measures of center compare as well as how the measures of variability compare. Grade 6, Unit 8, Lesson 17, Activity 3 Paper Planes	
Section D Median and IQR (Lessons 13-17)	**Learning Target #7** Compare and contrast distributions that are represented with box plots. **Learning Target #8** Interpret the median and interquartile range (IQR) in the context of the data.	**Lesson 13 Median** • I can find the median for a set of data. • I can say what the median represents and what it tells us in a given context. **Lesson 14 Comparing Mean and Median** • I can determine when the mean or the median is more appropriate to describe the center of data. • I can explain how the distribution of data affects the mean and the median. **Lesson 15 Quartiles and Interquartile Range** • I can use the IQR to describe the spread of data. • I know what quartiles and the interquartile range (IQR) measure and what they tell us about the data. • When given a list of data values or a dot plot, I can find the quartiles and interquartile range (IQR) for the data. **Lesson 16 Box Plots** • I can use the five-number summary to draw a box plot. • I know what information a box plot shows and how it is constructed. **Lesson 17 Using Box Plots** • I can use a box plot to answer questions about a data set. • I can use medians and IQRs to compare groups.
Checkpoint D	*Responding to Student Thinking* • Problem 1: Press Pause: If students struggle to interpret median and interquartile range in a situation, make time to offer additional situations for students to interpret. For example, use practice problems to provide examples, or ask students to bring in their own real-world situations in which median and interquartile range are used to describe a situation, and ask them to interpret the measures. Grade 6, Unit 8, Lesson 17, Practice Problem 4 • Problem 2: Press Pause: If students struggle to compare two groups using a box plot, make time to revisit the idea in different situations. For example, use practice problems or other activities to provide contexts with one or more box plots. Ask students what another box plot would look like for another group in that situation if the box plots had the same median, the same IQR, both, or neither. Then ask students to interpret what those different situations would mean when comparing the groups. Grade 6, Unit 8, Lesson 16, Practice Problem 4	
Section E Let's Put It to Work (Lesson 18)	**Learning Target #9** Recognize that different graphical displays offer different insights into a distribution. Choose an appropriate graphical display to represent a data set, and	**Lesson 18 Using Data to Solve Problems** • I can decide whether the mean and MAD, or the median and IQR, would be more appropriate • for describing the center and spread of a data set. • I can draw an appropriate graphical representation for a set of data. • I can explain what the mean and MAD, or the median and IQR, tell us in the context of a situation, and I can use them to answer questions.

	justify the choice (orally and in writing). **Learning Target #10** Recognize that different measures of center and variability offer different insights into a data set. Choose an appropriate measure of center and variability to describe a data set, and justify the choice (orally and in writing).	
End of Unit Assessment		

Course Assessment Map

Unit	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6	Assessment 7
Unit 1 *Area and Surface Area*	CFA 1: Checkpoint B (after L6)	CFA 2: Checkpoint C (after L11)	MOU (A)	CFA 3 Checkpoint E (after L18)	EOU(A)		
	G6 U1 CFA 1 (CP-B)	G6 U1 CFA 2 (CP-C)	G6 U1 MOU	G6 U1 CFA 3 (CP-E)	G6 U1 EOU		
Unit 2 *Introducing Ratios*	Fall IAB	CFA 1: Checkpoint B (after L5)	CFA 2: Checkpoint C (after L10)	CFA 3: Checkpoint E (after L16)	EOU (A)		
	Grade 6 IAB Geometry (pg. 33)	G6 U2 CFA 1 (CP-B)	G6 U2 CFA 2 (CP-C)	G6 U2 CFA 3 (CP-E)	G6 U2 EOU		
Unit 3 *Unit Rates and Percentages*	CFA 1: Checkpoint A (after L3)	CFA 2: Checkpoint B (after L9)	CFA 3: Checkpoint C (after L16)	EOU (A)			
	G6 U3 CFA 1 (CP-A)	G6 U3 CFA 2 (CP-B)	G6 U3 CFA 3 (CP-C)	G6 U3 EOU			
Unit 4 *Dividing Fractions*	CFA 1: Checkpoint A (after L3)	Winter IAB	CFA 2: Checkpoint B (after L9)	MOU (A)	CFA 3: Checkpoint C (after L11)	CFA 4: Checkpoint D (after L15)	EOU (A)
	G6 U4 CFA 1 (CP-A)	Grade 6 IAB Ratios and Proportional Relationships (pg. 32)	G6 U4 CFA 2 (CP-B)	G6 U4 MOU	G6 U4 CFA 3 (CP-C)	G6 U4 CFA 4 (CP-D)	G6 U4 EOU
Unit 5 *Arithmetic In Base Ten*	CFA 1: Checkpoint A (after L4)	Spring IAB	CFA : Checkpoint B (after L8)	MOU (A)	CFA 3: Checkpoint C (after L13)	EOU(A)	
	G6 U5 CFA 1 (CP-A)	Grade 6 IAB Divide Fractions by Fractions (pg. 30)	G6 U5 CFA 2 (CP-B)	G6 U5 MOU	G6 U5 CFA 3 (CP-C)	G6 U5 EOU	
Unit 6 *Expressions and Equations*	CFA 1: Checkpoint A (after L6)	CFA 2: Checkpoint B (after L11)	MOU (A)	CFA 2: Checkpoint C (after L15)	EOU(A)		
	G6 U6 CFA 1 (CP-A)	G6 U6 CFA 2 (CP-B)	G6 U6 MOU	G6 U6 CFA 3 (CP-C)	G6 U6 EOU		
Unit 7 *Rational Numbers*	CFA 1: Checkpoint A (after L7)	SBA	CFA 2: Checkpoint B (after L10)	CFA 3: Checkpoint C (after L15)	CFA 4: Checkpoint D (after L18)	EOU(A)	
	G6 U7 CFA 1 (CP-A)	Grade 6 SBA Sample Items	G6 U7 CFA 2 (CP-B)	G6 U7 CFA 3 (CP-C)	G6 U7 CFA 4 (CP-D)	G6 U7 EOU	
Unit 8 *Data Sets and Distributions*	Cover first 4 lessons, no common assessments						
	G6 U8 (CP-A)	G6 U8 CFA 1 (CP-B)	G6 U8 MOU	G6 U8 CFA 2 (CP-C)	G6 U8 CFA 3 (CP-D)	G6U8 EOU	

*Pear Assessment links to be completed throughout 2025-26

For the most recent electronic copy of this document:

https://shorturl.at/BDFVF

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Civics	**Social Studies**	**10-12**	**.5**

Course Description:

Civics is required for high school graduation. Students learn about the form and function of the American democratic system and the commitment and obligations of being a citizen. Having studied various political systems in earlier history courses, students analyze how the American republic has been designed to meet the evolving needs of a diverse society. As they learn about political concepts, students develop the literacy skills of political scientists and active citizens. To apply citizenship lessons, students conduct a semester-long research project to create and execute an action plan to improve a self-selected issue of concern.

Aligned Core Resources:	Connection to the ***BPS Vision of the Graduate***
	CIVIC LITERACY • Participate effectively in civic life through knowing how to stay informed and understanding governmental processes • Exercise the rights and obligations of citizenship at local, state, national, and global levels. • Understand the local and global implications of civic decisions
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
• Modern American History; Grade 10 with departmental permission	•

Unit Links

Standard Matrix
Unit 1: Foundations of Democracy
Unit 2: Structure of the Federal Government
Unit 3: Public Participation
Unit 4: Policy Case Studies

Standard Matrix					
		Unit 1	Unit 2	Unit 3	Unit 4
CG.His.5.a.	Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).	P			
CG.Civ.4.a.	Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).	P			
CG.Civ.4.b.	Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).	P	P		
CG.Civ.4.c.	Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, Marbury v. Madison, Brown v. Board of Education, Tinker v. DesMoines, Obergefell v. Hodges).		S		
CG.Civ.4.d.	Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).	S			
CG.Civ.8.a.	Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).	S			
CG.Civ.8.b.	Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).	P			
CG.Civ.14.a.	Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, constitutional amendments, Supreme Court decisions, exercising constitutional rights).		S		
CG.Civ.14.b.	Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical			P	

	sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).				
CG.Civ.1.a.	Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states' rights).	P			
CG.Civ.1.b.	Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.			P	
CG.Civ.2.a.	Analyze how the United States' structures of state and local governments represent different models of democracy (e.g., direct democracy, representative government).		P		
CG.Civ.2.b.	Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).		P		
CG.Civ.3.a.	Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).			P	
CG.Civ.3.b.	Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).		P		
CG.Civ.5.a.	Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).		S		
CG.Civ.6.a.	Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets (e.g., North Atlantic Treaty Organization, United States–Mexico–Canada Agreement, Joint Comprehensive Plan of Action, Paris Agreement, World Health Organization).		S		P
CG.Civ.13.a.	Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g. gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).		S		P

CG.Civ.14.c.	Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).				S
CG.Eco.7.a.	Evaluate a United States trade policy in terms of costs and benefits (e.g., sanctions, subsidies, tariffs, trade agreements, employment).				P
CG.Eco.9.a.	Describe the roles of the executive branch in developing and implementing economic policies in the United States (e.g., Department of the Treasury, Federal Reserve Board, Internal Revenue Service).		S		S
CG.His.5.b.	Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).			P	
CG.Civ.2.c.	Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).			P	
CG.Civ.10.a.	Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).			P	
CG.Civ.2.d.	Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).		S		
CG.Civ.2.e.	Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).				
CG.Civ.5.b.	Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).				P
CG.Civ.5.c.	Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).			P	
CG.His.5.c.	Analyze how social contexts shape personal political beliefs and voting behavior.			S	

Unit 1: Foundations of Democracy

Overview

Relevant Standards: Bold indicates priority

- **CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).**
- **CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).**
- **CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).**
- **CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).**
- **CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g.,healthcare, suffrage, taxation)**
- **CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states' rights).**
- CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).
- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Overview

In this unit, students examine the ideas and structures that define the United States government. Students begin by examining primary sources written by the founding fathers to see how they were influenced by writers and thinkers that came before them. In examining these primary sources, students also learn about the divisions of power in the United States government, both between federal, state, and local governments, as well as the divisions of power between the executive, legislative, and judicial branches. Students also examine case studies to explore the tensions between these levels of government, and discuss which levels of government are best equipped to address problems and challenges that matter to them. Students apply this knowledge by launching a year long examination of a pressing issue at the local, state, or national level and considering which level or branch of government is best equipped to address the issue.

Essential Question(s):
• How can governments best balance individual liberty and collective welfare? a. What ideas shaped the founding of the United States government? b. How does the United States government divide power?
Enduring Understanding(s):
• Social contract theory, especially the writing of John Locke, influenced the Founders belief that humans possess natural rights and form governments through mutual agreements to protect those rights. This enlightenment philosophy, combined with other influences like ancient thought and British constitutional traditions, guided the Founders as they created key documents and established a new form of self-government. • Influenced by Enlightenment thinkers such as Montesquieu, the Founders sought to protect liberty and freedom through two key divisions of power: federalism, which shares authority between federal and state governments, and the separation of powers, which distributes responsibilities among the executive, legislative, and judicial branches. Although these divisions of power sometimes cause conflicts between levels or branches of government, they also create a system of checks and balances meant to prevent any single person or level of government from growing too powerful and provide various opportunities for civic engagement.
Demonstration of Learning:
• Policy Paper - Draft of Issue Background

Connections to Prior Units:	**Connections to Future Units:**
•	• Students will delve into the executive, legislative, and judicial branches in the following unit, learning about the structures, powers and responsibilities of each branch in greater detail. • Students will continue to examine the civic issue introduced in this unit at the end of each subsequent unit, applying what they learn in each unit to develop their Policy Paper over the course of the semester.
Family Overview (link below)	**Pacing for Unit**
	• 6 classes, 2 flex days

Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	• Locke and Declaration of Independence • Separation of Powers Infographic and Essay • Federalist #51, #70, #78 Full Texts or Short Texts • Founders, Federalism, and the Constitution • Federalism Infographic • What Level of Government Lesson Plan
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may not recognize that the Founders were deeply influenced by Enlightenment thinking, imagining that they created the US Government entirely independently.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 3.2: Highlight and explore patterns, critical features, big ideas, and relationships	**Teacher Actions:** • Provide annotated/color coded diagrams of the federal system that clearly distinguish between federal, state, and local powers. • Create a concept map showing the relationship between the Social Contract, Natural Rights, and the Declaration of Independence.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	**Learning Targets:** • Level 1: With prompting and support, I can identify key words and phrases in a simplified foundational text. • Level 2: With prompting and support, I can identify the main topic and some key details from a section of a foundational text. • Level 3: I can identify the main idea of a foundational text and explain how that main idea is supported by specific details. • Level 4: I can summarize a foundational text, analyzing the development of two central ideas. • Level 5: I can identify two or more main ideas from one or more foundational texts and explain the complex relationships between them.

Unit 1: Foundations of Democracy

Lesson Map

Lesson	Topic	Learning Target	Knowledge	Vocabulary
1	Locke and the Declaration	• Assess the extent to which John Locke's ideas influenced the Declaration of Independence	John Locke Social Contract Theory Natural Rights	Influence Derived
2	Separation of Powers	• I can describe the separation of powers in the United States government. • I can evaluate the arguments made by founding fathers in favor of the newly established government.	Montesquieu Separation of Powers Checks and Balances Enumerated Powers Legislative Branch Executive Judicial	Encroach Allot
3	Federalism	• I can define federalism and describe the powers of national, state, and local governments. • I can evaluate and debate the level of government best equipped to solve different problems.	Federalism	Concurrent
4	Mini Case Studies Full Case Studies	• I can apply the concept of federalism to historical case studies. • I can evaluate the effectiveness of federalism in maintaining a constitutional republic.		
5	Project/Issue Research	• I can select a civic issue and gather information from multiple sources to explain its context and why it is a problem.		
6	Project/Issue Draft	• I can draft a "Issue Background" section for my position paper introducing my chosen issue. • I can draft a claim, supported by evidence, that argues which level of government (local, state, or federal) is best equipped to address my chosen issue.		

7	Flex - Grant Simulation			
8	Flex			

Unit 2: Structure of the Federal Government

Overview

Relevant Standards: Bold indicates priority

- **CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).**
- **CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).**
- **CG.Civ.2.b. Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).**
- CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).
- CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, constitutional amendments, Supreme Court decisions, exercising constitutional rights).
- CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, Marbury v. Madison, Brown v. Board of Education, Tinker v. DesMoines, Obergefell v. Hodges).
- CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).
- CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).
- CG.Eco.9.a. Describe the roles of the executive branch in developing and implementing economic policies in the United States (e.g., Department of the Treasury, Federal Reserve Board, Internal Revenue Service).

Overview

In this unit, students examine the three branches of government in greater detail. For each branch of government, students first explore its fundamental structure and organization. They will then examine the specific powers vested in that branch of government, analyzing how those powers are exercised and how they impact public policy. Finally, students examine an issue or challenge associated with each branch. This structured inquiry enables students to understand the distinct functions and responsibilities of each branch, as well as their interrelationships and potential challenges. Students apply these understandings by writing the next section of their policy paper, researching and detailing past government actions related to their chosen issue.

Essential Question(s):	
• How does the separation of powers impact the government's response to social issues?	
Enduring Understanding(s):	
• The separation of powers ensures that each branch of government works to address social issues through distinct, complex, and often conflicting structures. The checks, balances, and political tensions inherent to this constitutional framework ensure that policymaking is rarely straightforward. To fully understand the government's response to any issue, one must examine each branch's actions and consider how their individual efforts, conflicts , or compromises, determine the final policy outcomes.	
Demonstration of Learning:	
• Policy Paper - Draft of Government Actions	
Connections to Prior Units:	**Connections to Future Units:**
• Students will have already started to think about how and why different government entities have distinct roles, in Unit 1, which provides a philosophical background for many of the structures students encounter in this unit . • In Unit 1, students initiate their policy paper by identifying a pressing issue. Unit 2 directly builds on this by guiding students to research and analyze the specific actions these federal branches have taken regarding their chosen issue.	• A clear understanding of each branch's powers, limitations, and policymaking processes is essential for students to grasp how individuals and groups can effectively participate in the political process, as explored in Unit 3. • When students develop their own policy solutions for their final paper, they will need to consider which branch(es) would be responsible for enacting their proposal, what challenges might arise, and how the interactions between branches could affect their proposed solution.
Family Overview (link below)	**Pacing for Unit**
	• 13 classes, 2 flex days (to be completed in Q1/Q3)
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

•	• Students may see the branches as operating in neat, isolation silos without seeing the significant overlap or interplay between them. • Students may see policymaking as a simple, linear process, rather than a messy, cyclical, and interrelated process.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 3.3 Cultivate multiple ways of knowing and making meaning	**Teacher Actions:** • Provide students with flowcharts that illustrate the process of how a bill becomes a law, showing key decision points and potential obstacles. • Use comparative charts to break down the structure, powers, and term lengths of the House of Representatives vs. the Senate. • Offer structured note-taking guides for each branch of government, with clear sections for "Structure," "Powers," and "Current Issues."
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.	**Learning Targets:** • Level 1: With prompting and support, I can create a list or write simple sentences that identify a past government action related to my issue. • Level 2: With prompting and support, I can introduce a government action related to my issue and use linking words to provide facts about what happened and what the outcome was. • Level 3: I can draft a paragraph for my "Governmental Actions" section that introduces a governmental action with facts and details, and summarizes its main outcome, using common transitional words. • Level 4: I can draft a "Governmental Actions" section that describes actions using facts and details, summarizes the main outcomes, and uses a variety of transition words to clarify relationships between the actions and their impacts. • Level 5: I can draft a coherent and detailed "Governmental Actions" section that effectively details actions taken by various branches of government to address my issue and summarizes the main outcomes of these governmental efforts in a clear and well-organized text.

Unit 2: Structure of the Federal Government

Lesson Map

Lesson	Topic	Learning Target	Knowledge	Vocabulary
1	Legislative - Structure	• I can describe the bicameral structure of the U.S. Congress and the selection process for its members. • I can explain how the selection process and various roles within the U.S. Congress reflect the principles of representative democracy.	Direct Democracy Rep. Democracy Representatives Senators Bicameral Speaker of the House President ProTempore Constituent Districts	
2	Legislative - Powers	• I can identify the enumerated and implied powers of the legislative branch as outlined in the U.S. Constitution. • I can analyze how Congress utilizes its diverse powers to address national issues and serve constituents. .	Enumerated powers Implied powers Override Approval power Impeachment Taxation Declarations of war Borrowing money Lawmaking	Oversight Implied
3	Legislative - Issue	• I can explain how issues such as gerrymandering and campaign finance can affect representation and equity within the legislative branch. • I can evaluate proposed solutions to challenges like gerrymandering and campaign finance inequities.	Gerrymandering Campaign Finance Baker v. Carr (1962) Shaw v. Reno (1993) Advocacy groups Constituents	
4	Executive - Structures	• I can describe the structure of the executive branch, and the selection process for the President, including qualifications and the Electoral College.	Electoral College Commander-in-Chief Chief Diplomat	

		• I can analyze how the executive branch's structure and the President's selection process connect to constitutional principles	Chief Executive Chief Legislator	
5	Executive- Powers	• I can identify the constitutional and implied powers of the executive branch, particularly those of the President. • I can evaluate the use and expansion of executive powers and their impact on the balance of power with other branches.	Executive orders Executive privilege Veto Appointments	
6	Executive - Issue	• I can explain the role of various agencies in implementing policy and administering government programs. • I can analyze common criticisms and defenses of the federal bureaucracy, considering aspects like efficiency, accountability, and influence.	Bureaucracy	Efficiency Accountability
7	Judicial - Structure	• I can describe the structure of the federal judiciary, including the different levels of courts, and the selection process for federal judges • I can analyze how the federal judiciary's structure and selection process connect to constitutional principles	Appointment Senate confirmation Judicial review Supreme Court District Courts Circuit courts Appellate courts Checks and balances Lifetime appointment	
8	Judicial - Powers	• I can explain the concept of judicial review and describe other powers of the federal judiciary • I can analyze how landmark Supreme Court cases have shaped the interpretation of the Constitution and impacted American society.	Major court decisions Judicial Review	
	Judicial - Issue	• I can identify factors that can challenge judicial impartiality and explain different philosophies of judicial interpretation.	Activism Restraint Impartiality	Impartial Restrained

		• I can evaluate how well the judicial branch works in practice, considering questions of impartiality, impact, and its role in interpreting the Constitution over time.	Public Opinion	
9	Project/Issue Research	• I can research the ways that various branches of government have addressed my issue in the past.		
10	Project/Issue Draft	• I can draft a “Government Actions” section for my position paper explaining how the government has/could impact my chosen issue.		
11	Flex			
12	Flex			

Unit 3: Public Participation

Overview

Relevant Standards: Bold indicates priority

- **CG.Civ.3.a: Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).**
- CG.Civ.1.b: Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.
- CG.His.5.b: Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).
- **CG.Civ.10.a: Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).**
- CG.His.5.c: Analyze how social contexts shape personal political beliefs and voting behavior.
- **CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).**
- **CG.Civ.5.b: Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).**
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Overview

This unit explores how citizens actively participate in American democracy and exert influence on government and policy. Students will first examine foundational avenues of civic participation, such as the electoral process and the role of political parties. The unit then investigates how the public exerts influence through the media, the activities of interest groups, diverse forms of activism, and the contributions of local organizations. Students apply these understandings by writing the next section of their policy paper, researching various actions taken by the public to address the issue and conducting local outreach to practice participating themselves.

Essential Question(s):	
• How do private citizens impact the government's response to social issues?	
Enduring Understanding(s):	
• Private citizens impact government responses to social issues through both participating in elections and activism, and by exerting influence via organized groups, media, and financial contributions. These diverse avenues provide many opportunities for civic participation, but taken together form a complex landscape of competing interests, raising critical questions about their overall effects on the democratic process. Therefore, to fully understand citizens' impact, one must examine these methods not only for their effectiveness in shaping policy but also for their broader implications for democratic fairness and representation.	
Demonstration of Learning:	
• Policy Paper - Draft of Public Actions	
Connections to Prior Units:	**Connections to Future Units:**
• Unit 1 establishes the core democratic principles upon which the U.S. government is built, such as popular sovereignty and the rights of citizens. Unit 3 directly explores how these foundational principles are put into action through various forms of citizen participation. • In their policy papers, students previously analyzed how the government has taken action to address their chosen issue. Unit 3 builds directly on this analysis by prompting them to investigate how private citizens have tried to address this issue, either by direct action or by exerting influence on government policy.	• When students propose their own solutions in their summative paper in Unit 4, their knowledge from Unit 3 will inform their understanding of how public opinion might be mobilized, what kind of opposition or support different groups might offer, and how public participation could be leveraged to advance their proposed solutions.
Family Overview (link below)	**Pacing for Unit**
	• 9 classes, 2 flex days
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

•	• Students may believe that voting is the only form of participation, without recognizing the many different ways private citizens impact government policies. • Students may enter the class with incomplete or one sided views of public participation, thinking that all voices have equal opportunities to influence government, or dismissing the system as providing any opportunity for meaning citizen impact. • Students may see the competition as a zero sum game to be won at all costs, without having considered whether some lobbying efforts disproportionately benefit narrow special interests or come do harm to the democratic process or public trust
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 7.1 Optimize choice and autonomy	**Teacher Actions:** • For the outreach component of their policy paper, provide a menu of options for how to engage with stakeholders, such as write an email, conduct a short interview, survey peers, or find a relevant public meeting. • Allow students to choose the media format they will analyze for bias, such as a TV news segment, a newspaper article, or a political podcast.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.2 - Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses.	**Learning Targets:** • Level 1: I can participate in a short, scripted exchange (like an email template or prepared script) to ask a stakeholder a simple, prepared question about my issue. • Level 2: I can participate in a short exchange to ask a stakeholder a few prepared wh- questions (e.g., "Who does your group help? What does your group do?") to gather basic information about their work on my issue. • Level 3: I can participate in a short discussion with a stakeholder by expressing my own ideas about the issue, asking relevant follow-up questions, and adding information from my research. • Level 4: I can participate in a discussion with a stakeholder or classmate by clearly expressing my understanding of the issue,

	supporting my points with specific evidence from my research, and asking questions to clarify the stakeholder's perspective or actions. • Level 5: I can participate in an extended discussion with a stakeholder or classmate by clearly and persuasively expressing my ideas, referring to specific evidence from my research to support my points, and asking questions that probe the reasoning behind their organization's actions or policy positions.

Unit 3: Public Participation

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Electoral Process	• I can explain how local, state, and federal officials execute and maintain various stages of the electoral process. • I can analyze the extent to which electoral outcomes reflect broader public sentiment by comparing election results with measures of public opinion	Voter Registration Primary Elections General Elections Electoral College Popular Vote Polling	Sentiment
2	Political Parties	• I can identify major political parties in the United States and describe their core ideologies and key platform positions. • I can determine the extent to which major political parties represent my personal views and those of the broader public by comparing their platforms with my views and relevant public opinion polling data.	Liberal Conservative Democrat Republican Independent	Ideology
3	Media	• I can identify the various roles media plays in American politics and potential forms of media bias • I can determine the extent to which news stories demonstrate potential bias and develop strategies to verify information reported on the news.	Watchdog Gatekeeper Agenda Setter Framing Source Selection Ownership	Bias Verify
4	Lobbies and Finance	• I can explain how interest groups lobby government officials and the common ways political campaigns are financed. • I can determine the extent to which lobbying and campaign finance practices affect equitable civic participation and policy outcomes.	Lobbying Lobbyist Interest Group Campaign Finance PAC/Super PAC FEC Citizens United v. FEC	Influence Access

5	Activism	• I can identify and describe various forms of civic activism historically and currently used in the United States. • I can analyze specific instances of activism in the United States, explaining the strategies they employed and evaluating their impact	Protests Boycotts Petitions Social Media Campaign	
6	Local Organizations	• I can identify various types of local organizations that promote civic participation or address local issues. • I can analyze the impact of specific local organizations in addressing community problems.		
7	Project/Issue Research	• I can research the ways that private citizens have addressed my issue in the past.		
8	Project/Issue Outreach	• I can contact public or private stakeholders who could have a meaningful impact on my issue to either better understand how private citizens are addressing my issue today, or to attempt to influence policy directly.		
9	Project/Issue Draft	• I can draft a “Public Participation” section for my position paper explaining how the public has/could impact my issue.		
10	Flex			
11	Flex			

Unit 4: Policy Case Studies

Overview

Relevant Standards: Bold indicates priority

- **CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts.**
- **CG.Eco.7.a. Evaluate a United States trade policy in terms of costs and benefits (e.g., sanctions, subsidies, tariffs, trade agreements, employment).**
- **CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).**
- CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).
- CG.Eco.9.a. Describe the roles of the executive branch in developing and implementing economic policies in the United States (e.g., Department of the Treasury, Federal Reserve Board, Internal Revenue Service).
- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Overview

Students end the course by deeply analyzing the complexities of public policy through detailed case studies. Students will examine three distinct policies: one centered on economic issues, one addressing domestic concerns, and a third selected from current events. For each case study, they will investigate the necessary historical context and relevant terminology to provide sufficient background on the issue, scrutinize the policy's specific provisions, analyze data related to its outcomes, and evaluate diverse perspectives. This methodical approach is designed to foster a nuanced understanding of how policies are formed, implemented, and impact society. Applying these skills, students will then research existing policies connected to their chosen societal issue and propose their own well-reasoned policy solution for their summative paper.

Essential Question(s):	
• What makes a policy successful?	
Enduring Understanding(s):	
• Defining and measuring a public policy's "success" is inherently challenging. Policies often have significant impacts beyond their stated goals, frequently produce unintended consequences, and can affect various communities or people in very different ways. As a result, judging a policy's success requires a critical analysis of diverse evidence and multiple perspectives in order to fully appreciate any outcomes and their varied human impacts.	
Demonstration of Learning:	
• Policy Paper - Final Draft With Proposed Solution	
Connections to Prior Units:	**Connections to Future Units:**
• Students' prior work on their policy paper, from researching an issue, to government actions, to the work of private citizens, has equipped them to consider how to address the issue in their final proposal. • Unit 2 helped develop an understanding that the process of policy making is rarely straightforward. This unit develops that understanding by turning students attention to outcomes - which can be equally complex.	•
Family Overview (link below)	**Pacing for Unit**
	• 9 classes, 2 flex days
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	• Tariffs: A Case Study | Weekly Economic Commentary • The Effects of "Redlining" on the Hartford Metropolitan Region • What Redlining Did to Connecticut's Impoverished Neighborhoods
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

•	• Students may initially judge policies against their stated or intended goal, without realizing how policies may have unintended or secondary consequences.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 8.3 Foster collaboration, interdependence, and collective learning.	**Teacher Actions:** • For the case studies on tariffs and redlining, consider using jigsaw activities where small "expert" groups first investigate one aspect (e.g., historical context, economic impact, social consequences) and then share their findings with their home groups. • For current events case studies, consider structuring academic controversies where students must articulate and understand multiple perspectives on whether a policy was successful or not. • Facilitate peer review sessions for the "Proposed Solutions" section of the policy paper, using a protocol where students give constructive feedback on the feasibility and potential impact of their peers' ideas.
Supporting Multilingual/English Learners	
Related *CELP standards:* • CELP 9-12.5 - Conduct research and evaluate and communicate findings to answer questions or solve problems.	**Learning Targets:** • Level 1: I can gather and label basic information about one existing policy related to my issue from a few provided sources. • Level 2: I can gather and record key facts about an existing policy from provided sources and write a short summary of it for my research. • Level 3: I can gather information from multiple provided sources about existing policies and paraphrase key information to propose a policy solution in a short paragraph • Level 4: I can use search terms to find multiple sources, evaluate their credibility, and synthesize information from multiple sources into a policy/action proposal. • Level 5: I can use advanced search terms to find multiple, diverse sources, evaluate their reliability and potential bias, and analyze and integrate the information into a clearly organized "Proposed Solutions" section of my final paper.

Unit 4: Policy Case Studies

Lesson Map

Lesson	Topic	Learning Target	Knowledge	Vocabulary
1	Tariff - Background	• I can describe the historical context of a U.S. tariff policy and how it attempted to achieve its economic objectives. • I can predict potential impacts of this tariff policy on various groups and individuals.	Tariff Protectionism Free Trade Supply and Demand Consumers Producers	Consume Impose
2	Tariff - Impact	• I can evaluate the overall effectiveness of the tariff policy based on its stated goals, benefits for different groups, and impact on the broader economy.	Trade War Supply Chain Consumer Price Index GDP	
3	Redlining - Background	• I can explain why federal agencies like the FHA were created and how they attempted to promote home ownership in the 1930's. • I can predict the potential short-term and long-term impacts of redlining policies on development, wealth accumulation, and racial segregation.	Great Depression National Housing Act FHA (1934) HOLC (1933) Mortgage Interest Mortgage Insurance Risk Assessment Redlining	Promote
4	Redlining - Impact	• I can describe the actual long-term social, economic, and geographic outcomes of redlining policies on affected communities, using historical data, maps, and personal accounts.	Property Values Gentrification Segregation Fair Housing Act (1968)	Disparity Legacy
5	Current Event - Background	• I can describe the context of a recent government policy and how it attempted to achieve its goals.		

		• I can predict potential impacts of a recent policy on various groups and individuals.		
6	Current Event - Impact	• I can evaluate the overall effectiveness of a recent policy based on its stated goals, benefits for different groups, and broader impact on society.		
7	Project/Issue Research	• Can research existing policies or regulations related to my issue.		
8	Project/Issue Draft	• I can draft a “Proposed Solutions” section for my position paper.		
9	Final Draft	• I can edit and revise my complete policy paper to ensure clarity, coherence, and completion.		
10	Flex			
11	Flex			

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Model United Nations	**Social Studies**	**10-12**	**.5**

Course Description:

This course offers an in-depth exploration of the United Nations, including its role in shaping global diplomacy, addressing international challenges, and fostering peace and security. Students will examine the structure, history, and functioning of the U.N. and its specialized agencies. Through engaging discussions, case studies, and a mock U.N. activity, students will gain a deeper understanding of the complexities of international relations and the importance of multilateral cooperation. By the end of the course, students will be able to critically evaluate global issues and understand the U.N.'s impact on world affairs.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
• Delegate Preparation Guide from NMUN • Fostering Civil Discourse: How Do We Talk About Issues That Matter?	COLLABORATION • Demonstrates ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal GLOBAL AWARENESS • Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. • Understand other nations and cultures including the use of non-English language
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
• World History or AP Human Geography	• Model UN Curriculum Equity Audit

Unit Links

Standard Matrix
Unit 1: Introduction to the United Nations
Unit 2: Preparing Position Papers
Unit 3: Simulated Committee

Unit 1: History, Goals, and Structures

Overview

Relevant Standards: Bold indicates priority

- **MW.His.4.b. Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear Non-Proliferation Treaty).**
- **MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).**
- MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- MW.His.1.e. Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).

Overview

This unit provides essential background on the United Nations, exploring its historical origins in the aftermath of World War II and the core principles outlined in the UN Charter. Students will learn about the main organs, such as the General Assembly and Security Council, understanding their functions and roles in international affairs. We will examine the UN's overarching goals related to peace, security, human rights, and development. This foundational knowledge establishes the real-world context for the international cooperation and conflict simulated in Model United Nations.

Essential Question(s):

- How can individual countries pursue common ideals?

Enduring Understanding(s):	
• The United Nations was established after existing international agreements failed to provide collective security or guarantee human rights during World War II. Guided by its Charter, the UN champions principles of state sovereignty, international law, human rights, self-determination, peacekeeping, and non-intervention. The UN's six main organs and numerous specialized UN Agencies provide the essential mechanisms through which nations collaborate to address global challenges.	
Demonstration of Learning:	
• Short essay explaining how the structure of the UN is designed to promote diplomacy, negotiation, multilateral cooperation.	
Connections to Prior Units:	**Connections to Future Units:**
• Students will have previously studied world regions in 6th and 7th grade, including human environment interaction, people and culture, government and economy, and modern issues for each region. • Students will have previously studied the formation of the United Nations in World History, as well as the United States decision to join the League of Nations in Modern American History.	• This unit provides a foundational understanding of UN goals, structures, and agencies that students will need when they step into the role of a delegate in future units.
Family Overview (link below)	**Pacing for Unit**
	• 7 classes, 3 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may overestimate the United Nations authority, power, or resources, assuming that the UN can simply enforce its will on any country • Students may primarily associate the United Nations with peacekeeping and global conflicts, without recognizing its many goals and the diverse aims of specialized agencies

Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 7.2: Optimize relevance, value, and authenticity	**Teacher Actions:** • Start by connecting the UN's goals to current global events students are aware of from the news or social media. • Relate the concept of "diplomacy" and "negotiation" to students' own experiences with conflict resolution or group decision-making. • Have students identify a current global issue they care about and briefly research which UN organ or agency might be involved in addressing it
• Checkpoint 3.3: Guide information processing and visualization	**Teacher Actions** • Use visual aids extensively: clear organizational charts for the UN structure, timelines for historical milestones, and world maps highlighting member states and key UN operations. • Provide guided notes templates for lectures or readings on the UN organs and their functions, with clear headings and key terms pre-filled or bolded. • For UN specialized agencies, use icons or logos and link them to specific global issues they address.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.9 Create clear and coherent grade-appropriate speech and text.	**Learning Targets:** • Level 1: With prompting and support, communicate basic information about why the UN was started using a narrow range of vocabulary and simple sentences acquired from texts or presentations. • Level 2: With prompting and support, introduce the topic of the UN's creation and use common linking words to explain a brief sequence of events leading up to its creation. • Level 3: With guidance, introduce and develop the topic of the UN's historical context with facts and details, including a short sequence of analysis of why it was created, using common transitional words and phrases • Level 4: Introduce and develop the topic of the historical context for

	the UN's creation with facts, details, and evidence, using a variety of more complex transitions to link explain a detailed sequence of events • Level 5: Introduce and effectively develop the topic of the historical context for the UN's creation with facts, details, and evidence, explaining a coherent and detailed sequence of events using complex and varied transitions.

Unit 1:

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	International Diplomacy	• I can describe the course goals and simulation process • I can explain the role of diplomacy and negotiation in managing international relations	Diplomacy Negotiation Multilateral Stakeholders National Interests Committee Resolutions Parliamentary Proc..	Simulate Delegate Compromise
2	UN History	• I can explain the historical context for the creation of the United Nations. • I can identify key milestones in the history of the United Nations.	League of Nations World War II Treaty of Versailles Collective Security Appeasement Atlantic Charter (1941) Dumbarton Oaks (1944) San Francisco (1945).	Context Precursor
3	UN Goals	• I can list the main objectives outlined in the United Nations Charter • I can explain core principles that guide the actions of the United Nations	Charter Sovereignty International Law Self Determination Human Rights Peacekeeping Non-intervention	
4	UN Structure	• I can identify the six main organs of the United Nations. • I can describe the primary function of the General Assembly and the Security Council.	General Assembly (GA), Security Council (SC), Economic Social Council (ECOSOC) Trusteeship Council, International Court (ICJ)	

			UN Secretariat	
5	UN Agencies	• I can identify and describe key UN specialized agencies • I can connect UN agencies to current major global issues around the world.		
6	Assess	•		
7	Flex	•		

Unit 2: Research to Policy

Overview

Relevant Standards: Bold indicates priority

- **MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.**
- **MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.**
- **MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.**
- MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).

Overview

In this unit, students step into the shoes of diplomats-in-training, developing the crucial research skills required for Model UN participation. After being assigned a specific country and committee topic, students will explore the issue's complexities by researching their assigned nation's official policies and national interests concerning that topic. Through guided practice using authentic sources, they learn to synthesize information and articulate a specific viewpoint. The unit culminates in the creation of a formal Position Paper, outlining their country's stance and proposed solutions, which becomes their essential guide for the simulation in the following unit.

Essential Question(s):

- What is each country's role in addressing global challenges?

Enduring Understanding(s):	
• Every nation inevitably plays a part when the world confronts significant challenges, but the nature and extent of this involvement vary dramatically. These differing roles are the result of a complex and often deeply intertwined mix of factors including a country's historical experiences, economic capabilities, political system, cultural values, geographic realities, and its unique national interests. Understanding why a nation chooses a particular path, or indeed any role at all, requires recognizing these various influences, making the study of international relations and foreign policy an intricate and complicated pursuit.	
Demonstration of Learning:	
• Students write a formal Position Paper from the perspective of a delegate assigned to a Model UN committee.	
Connections to Prior Units:	**Connections to Future Units:**
• Students draw upon the foundational understanding of UN goals, structures, and agencies developed in Unit 1, by stepping into the role of a delegate in a specific committee.	• The research students conduct over the course of the unit, and the position paper they write, will develop the knowledge they need to successfully participate in the simulated committee in Unit 3.
Family Overview (link below)	**Pacing for Unit**
	• 14 classes, 6 weeks - to be completed Q1 or Q3
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.	• Model UN Position Paper Guide from NMUN • How to Write a Position Paper from Best Delegate
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may struggle to separate their own personal opinions regarding an issue from the interests of their assigned country. • Students may believe a country's actions are driven by singular, simple factors, such as "good" or "bad" actors, without considering the many competing factors that influence international diplomacy. • Students may think that "national interests" are always negative or selfish, or assume that all countries should have the same priorities in a crisis, failing to recognize legitimate but competing interests.

Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 6.2: Support planning and strategy development	**Teacher Actions:** • Provide explicit instruction and models on how to formulate focused research questions for position papers. • Review the structure of the unit at the start,and guide students in creating a research plan, outlining steps from the initial overview of the topic to the country's general stance to specific policies and potential solutions • Offer checklists for evaluating sources (credibility, relevance, bias) and templates for organizing research notes effectively. • Scaffold the writing process by breaking down the position paper into manageable sections with clear instructions and models for each. • Facilitate peer review sessions where students share their draft sections, specifically focusing on the clarity of their country's policy and the logical flow of their proposed solutions
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.5 Conduct research and evaluate and communicate findings to answer questions or solve problems.	**Learning Targets:** • Level 1: With prompting and support, gather a few key facts or examples from a few provided print and digital sources about the impact of the issue. • Level 2: With prompting and support, record some data and information (key facts, statistics, or examples) illustrating the impact. • Level 3: With guidance and support, paraphrase key information (facts, statistics, examples) in a short written or oral report to illustrate the real-world impact of the issue. • Level 4: Use search terms effectively to gather and synthesize information (facts, statistics, examples) from multiple print and digital sources. • Level 5: Use search terms effectively to gather, analyze and integrate information (key facts, statistics, examples) into a clearly organized text to illustrate the real-world impact of the issue.

Unit 2: Preparing Position Papers

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Role of a Delegate	• I can describe the basic function of a delegate and a committee within the Model UN simulation. • I can explain why accurately representing an assigned country's official policy is crucial for effective participation in Model UN.	Delegate UN Committees GA 1st - DISEC GA 3rd - SOCHUM UNSC HRC	Delegate
2	Analyzing Exemplars	• I can analyze strong position papers to identify common structures, features, and criteria for success. • I can develop focused research questions that will help me understand the global issue and my country's perspective.	Compelling questions Supporting questions	
3	Evaluating Sources	• I can identify different types of reliable sources for my research. • I can evaluate the sources I find for credibility, relevance, and potential bias to ensure my information is accurate.	Primary Sources Secondary Sources UN ODS NGO Reports Gov. Websites Credibility Bias Relevance	
4	Background Research	• I can find information to clearly define the assigned global issue and explain its current importance in the world. • I can gather key facts, statistics, and examples to illustrate the real-world impact of this issue.	Definition of Issue Scope of Issue Stakeholders	
5	Background Draft	• I can write a clear and informative "Background" section for my position paper. • I can use my research to explain the context and significance of the global issue in my own words.		

6	Past Actions Research	• I can find information about previous efforts undertaken by the UN and other international bodies to address the issue. • I can identify the main outcomes or impacts of these past international efforts.	UN Resolutions International Treaties Regional Organizations	
7	Past Actions Draft	• I can write a clear and informative "Past International Actions" section for my position paper. • I can summarize past international responses to the issue, citing key documents or initiatives.		
8	National Policy Research	• I can find information detailing my country's stance, policies, and past actions regarding the global issue. • I can research my country's foreign policy goals and national interests that shape its position on this issue.	UN Voting Records Blocs/Alliances Historical Context Economic Interests Security Interests Cultural Values	
9	National Policy Draft	• I can write an accurate "Country Policy" section for my position paper. • I can clearly articulate my assigned country's unique perspective, policies, and actions related to the issue, supported by my research.		
10	Recommendations Draft	• I can develop specific, actionable, and creative solutions to the global issue that are consistent with my country's policy and the committee's powers. • I can write a persuasive "Possible Solutions" section outlining my country's recommendations for future action.		Innovative Incremental
11	Editing/Revising	• I can review my complete position paper for clarity, accuracy, logical flow between sections, and consistent representation of my country's policy. • I can revise my position paper to improve its quality based on formatting guidelines, success criteria, and feedback.		

12	Elevator Pitch	• I can prepare a brief and engaging oral summary of my country's position as outlined in my paper. • I can confidently deliver my oral summary, highlighting the most important aspects of my country's stance and proposed solutions.	Talking Points Call to Action Pace Volume Eye contact Posture	
13	Flex	•		
14	Flex	•		

Unit 3: Simulated Committee

Overview

Relevant Standards: Bold indicates priority

- **MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).**
- MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.
- **MW.Inq.4.f. Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.**
- **MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).**

Overview

This unit is an ongoing, hands-on simulation where students apply their research and learn procedural skills needed to participate in a Model United Nations Conference. By experiencing such a conference through a series of guided steps, students will master parliamentary procedure, including formal debate, caucusing rules, and motions, applying each step within the ongoing committee session. Emphasis is placed on developing practical skills like public speaking during speeches, negotiation and compromise during caucusing, and collaborative resolution drafting within blocs. The goal is for students to experience the process of multilateral diplomacy firsthand, working together to build consensus and vote on solutions to the global issue discussed.

Essential Question(s):

- How effectively do UN Committees solve global problems?

Enduring Understanding(s):	
• The structured procedures and diplomatic processes of UN committees are designed to ensure an orderly, inclusive, and equitable framework for global dialogue, enabling diverse nations to collaboratively address shared global challenges and forge common responses. While this system allows for global participation and the development of international norms, the effectiveness of these committees is often a complex balance The pursuit of consensus can be hampered by competing national interests, power dynamics, and procedural intricacies, potentially resulting in a slow progress or compromised outcomes on critical issues.	
Demonstration of Learning:	
• Portfolio of Opening Speech, Resolution, and Evaluative Reflection?	
Connections to Prior Units:	**Connections to Future Units:**
• Students will need to draw heavily on the research they completed earlier in the course to effectively participate in this simulated committee.	•
Family Overview (link below)	**Pacing for Unit**
	• 17 classes, 7 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Rules of Procedure from MNUM • How to Write a Resolution from Best Delegate
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may approach the simulation with a purely competitive mindset, focused on individual success or bloc "victory," rather than striving for collaboration in the pursuit of consensus. • Students may have unrealistic expectations for their committee, leading to a cynical view of the UN or diplomacy as a whole. • Especially if frustrated by procedure, students may view UN rules as annoying or arbitrary obstacles, without realizing that those

	procedures work to maintain order and equitable participation.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 8.3: Foster collaboration and community	**Teacher Actions:** • Establish clear guidelines for respectful debate and collaboration within blocs/caucuses at the start of the unit. • Assign roles within country delegations or blocs to ensure active participation and shared responsibility. • Encourage and acknowledge positive communication and compromise during team interactions.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	**Learning Targets:** • Level 1: Participate in short conversational exchanges during initial caucuses by stating country name and a single idea; respond verbally or nonverbally to simple yes/no questions from potential allies. • Level 2: Participate in short conversational exchanges during initial caucuses by presenting information and simple ideas about the issue; respond verbally to simple questions and wh- questions from potential allies • Level 3: Participate in conversations during initial caucuses by expressing ideas about the issue and asking relevant questions to identify potential allies or understand their ideas. • Level 4: Participate in conversations during initial caucuses by clearly expressing ideas about the issue, supporting these points with relevant evidence, and building on the ideas of others to develop shared understanding. • Level 5: Participate in extended conversations during initial caucuses by clearly and persuasively expressing own ideas, referring to specific and relevant evidence, and summarizing key points to help form blocs or identify shared interests.

Unit 3: Simulated Committee

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Teach - Opening, Speaker List	• I can identify key roles in a committee and explain basic rules of decorum. • I can explain how the Speaker's List functions and identify basic Points.	Dais/Chair Delegate Placard Decorum Speakers List Point of Order Point of Privilege	Decorum
2	Practice - Opening speeches	• I can deliver an Opening Speech that outlines my country's position within the set time limits. • I can practice getting recognized to speak from the Speaker's List and correctly raise basic Points during committee proceedings.	Yielding the Floor	
3	Teach - Caucusing	• I can describe the purpose and typical activities for both moderated and unmoderated caucuses. • I can explain the relevant motions used to propose and manage caucuses, including setting the caucus type, topic, and duration.	Moderated Caucus Unmoderated Caucus Rules of Procedure	
4	Practice - Moderated Caucusing	• I can make formal motions to start and manage different types of caucuses. • I can actively participate in initial caucuses to identify potential allies, share ideas, and begin discussing solutions.		
5	Teach - Resolutions	• I can distinguish between preambulatory clauses and operative clauses in a draft resolution. • I can identify the correct formatting for a resolution and recognize common action verbs used in operative clauses.	Working paper Preambulatory clauses Operative clauses Opening verbs	

6	Practice - Unmoderated Caucusing	• I can collaborate with other delegates in my bloc or working group to begin drafting specific resolution clauses. • I can apply correct formatting and appropriate diplomatic language when writing my resolution.	Bloc Formation Lobbying	Consensus
7	Practice - Drafting Resolutions	• I can continue to work with my bloc to develop our ideas into a more complete draft resolution. • I can help refine the wording of our clauses to ensure they are clear, impactful, and accurately reflect our policy alignment.		
8	Teach - Introducing Resolutions	• I can explain the difference between sponsors and signatories of a draft resolution and understand the requirements for each. • I can understand the procedure for formally submitting and introducing a draft resolution, including how to manage Points of Information	Sponsors Signatories Points of Information	
9	Practice - Introducing Resolutions	• I can formally present and introduce my draft resolution with my group. • I can clearly answer Points of Information about our draft resolution and ask insightful questions about others.		
10	Teach - Debating and Amending Resolutions	• I can define what an amendment is and distinguish between friendly and unfriendly amendments. • I can explain the formal procedures for writing, proposing, and debating amendments to a resolution.	Amendment Friendly amendments Unfriendly amendments Proposing amendments	
11	Practice - Debating/Amending Resolutions	• I can actively participate in the debate on draft resolutions by making statements and asking questions. • I can practice proposing correctly formatted amendments that reflect my country's policy and aim to improve a draft resolution.	Strategic amendments	
12	Practice - Debating Amendments	• I can practice debating the substance and potential impacts of proposed amendments.		

		• I can participate correctly in the committee's voting procedures for different types of amendments.		
13	Teach - Voting	• I can explain the different motions used to manage the formal voting procedure on draft resolutions. • I can explain the correct order for voting and the implications of different voting outcomes.	Closure of debate Adjournment of debate Roll call vote Abstain Adoption Adjournment	
14	Practice - Voting	• I can participate in the formal voting procedure for a final amendment and then for a complete resolution. • I can follow correct procedural rules and use appropriate voting options thoughtfully during the voting process.		
15	Final Debrief/Reflection	• I can reflect on the committee simulation process, discuss the outcomes (like resolutions passed), and share what I learned. • I can identify key Model UN skills I developed or improved and consider how they can be applied in other situations.		
16	Flex			
17	Flex			

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Intro to Criminology SCSU	**Social Studies**	**11-12**	**.5**

Course Description:

This course introduces students to the study of crime from a sociological perspective, broadly known as criminology. Students will be introduced to national data sources on crime and victimization as well as additional methodologies for measuring and understanding crime and social responses to crime. Students will also learn about the purposes of criminal law, types of crime, theories of criminal behavior, and the social organization of law enforcement, courts and prisons. Students who successfully complete this course can earn 3 credit hours from SCSU in addition to high school credit.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
• Criminology Today: An Integrative Introduction (10th ed)	INFORMATION LITERACY • Evaluate information critically and competently • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information CRITICAL THINKING AND PROBLEM SOLVING • Reason effectively. Use systems thinking • Transfer knowledge to other situations
Knowledge/Skill Dependent Courses/Prerequisites:	**Link to *Completed Equity Audit***
• Modern American History or concurrent registration in Modern American History	•

Unit Links

Standard Matrix
Unit 1: Research Methods
Unit 2: Theories of Criminology
Unit 3: Types of Crime
Unit 4: Current Issues and Reforms

Unit 1: Research Methods

Overview

Relevant Standards: Bold indicates priority

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.
- CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).
- CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).
- CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).
- CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.

Overview

This introductory unit explores the scientific study of criminology and the research methods that form its foundation. Students will examine how criminology differs from popular representations of crime, analyze various research methodologies, and learn how to access relevant criminological data. In doing so, students will develop critical skills to evaluate media portrayals of crime against evidence-based criminological findings, first practicing these skills together with their class before analyzing a new media portrayal on their own.

Essential Question(s):

- What is criminology?
- How do we know what we know about crime?

Enduring Understanding(s):	
• Criminology is the disciplined study of crime that goes beyond popular media portrayals of crime to examine patterns, causes, and impacts of criminal behavior. As a scientific field, criminology is deeply rooted in research and fundamentally shaped by the variety of research methods used to collect and analyze data. • Criminologists rely on a variety of different methods, ranging from statistical analysis to interviews with offenders. Each of these methods reveal certain aspects of crime, but also include inherent limitations. The study of crime is especially vulnerable to data limitations such as unreported crimes, sampling bias, and institutional barriers to data collection. Understanding these limitations helps us critically evaluate claims about crime, recognize what remains unknown, and interpret findings or news reports with appropriate caution.	
Demonstration of Learning:	
• News/Media report Analysis.	
Connections to Prior Units:	**Connections to Future Units:**
•	• Students will continue to question media depictions and popular explanations of crime throughout the course, drawing on the critical and statistical foundation laid in this unit. • Students will need an understanding of criminology as a social science based on research methods in order to understand that the various theories they encounter in Unit 2 can be tested against real world applications. • The skills of analyzing data are useful in understanding the statistical realities of the different types of crime explored in Unit 3, as well as in evaluating policies and proposing solutions in Unit 4.
Family Overview (link below)	**Pacing for Unit**
•	• 8 classes, 3 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. •	•

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
•	• Students may assume that popular depictions of crime are objective and/or statistically accurate. • Students may believe that the presence of data implies settled truth, rather than questioning the limitations of that data and the need for continued research and debate
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 7.2 Optimize relevance, value, and authenticity.	**Teacher Actions:** • Activate prior knowledge by connecting the scientific study of crime to to popular media portrayals of crime • Frame research methods as practical tools for answering authentic questions about crime in their own communities. • Allow students to select a media example that is relevant to them for their final unit analysis.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.5 I can…conduct research and evaluate and communicate findings to answer questions or solve problems.	**Learning Targets:** • Level 1: I can gather and label key facts or statistics about crime from a provided criminological data source. • Level 2: I can gather key facts from a provided criminological source and write a short summary comparing that information to a media portrayal of crime. • Level 3: I can gather information from multiple provided sources and paraphrase key findings to make a claim about the accuracy of a media portrayal of crime. • Level 4: I can use effective search terms to find multiple criminological sources and synthesize the information to draft an organized evaluation of a media portrayal of crime. • Level 5: I can integrate findings from multiple criminological sources into a coherent argument evaluating the degree to which a media portrayal is accurate or distorted, and how this analysis leads to new research questions.

Unit 1:

Lesson Map

Lesson	Text/Resources	Learning Target	Knowledge	Vocabulary
1	Schmalleger, Chapter 1	• I can define criminology as a field of study and distinguish it from popular representations of crime.	Criminology Sociology Social Science	Disciplined
2	Schmalleger, Chapter 2	• I can identify and explain major research methods used in criminology. • I can analyze the strengths and limitations of different criminological research methods.	Empirical Evidence Surveys Interviews Statistical analysis Case studies Ethnography	
3	New Analysis	• I can determine the extent to which media portrayals of crime align with criminological research. • I can explain how new compelling research questions may emerge as a result of criminological data.	Media framing Sensationalism	Distorted Accurate
4	Research Practice	• I can find relevant criminological data/research to support my analysis of media portrayals of crime.	Peer Review Scholarly Journal Database Qualitative Data Quantitative Data	
5	Project	• I can critically evaluate a media portrayal of crime based on current criminological research.		
6	Project	• I can synthesize my research findings to produce a coherent evaluation explaining the degree to which a media portrayal of crime is accurate or distorted.		
7	Flex			

8	Flex			

Unit 2: Criminological Theories

Overview

Relevant Standards: Bold indicates priority

- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.
- CG.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed)
- CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
- CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).
- CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).
- CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

Overview

In this unit, students study a wide range of criminological theories that they will use and apply later in the course. These theories range from historical to modern, from individual to systematic, but all seek to explain the causes of criminal behavior. Students will begin by studying classical and neoclassical theories that emphasize free will, move to positivist approaches focusing on biological and psychological factors , and conclude with a deep dive into sociological explanations, including social structure , social process , and social conflict theories. The unit will culminate in a case study analysis where students apply several of these competing theories to a single criminal act, demonstrating how different theoretical perspectives can lead to different explanations or potential responses.

Essential Question(s):

- Why do people break the law?

Enduring Understanding(s):	
• Various theories have evolved over time to explain why people break the law, ranging from more individual to more sociological explanations. Any criminal act can be interpreted through different theoretical lenses, and each explanation also points to a different set of solutions for preventing and responding to crime. Criminologists continue to debate why people break the law, and there is no clear consensus in response to this question.	
Demonstration of Learning:	
• Students will examine a single case study from multiple criminological perspectives.	
Connections to Prior Units:	**Connections to Future Units:**
• Unit 1 seeks to deepen students' understanding of crime by evaluating common portrayals of crime against statistical realities. This unit similarly seeks to move students beyond preconceived notions by exposing them to a broad range of theoretical perspectives.	• Students will continue to draw on their knowledge of the criminological theories they learn in this unit when considering different types of crime in unit 3. • In Unit 4, students will need to ground their analysis of the criminal justice system and potential reforms in the criminological theories they learn in this unit, deepening their understanding that critiques and reforms are deeply influenced by varying explanations of criminality.
Family Overview (link below)	**Pacing for Unit**
	• 11 classes, 5 weeks (to be completed in Q1 or 3)
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.	• Frederique, Nadine, and Lori Sexton, "Through Their Eyes: How Prisoners Make Sense of Their Incarceration," NIJ Journal 273 (2014): 60-65. • Flavin, J. 2001. "Feminism for the Mainstream Criminologist: An Invitation." Journal of Criminal Justice, 29(4): 271-285. • Clifford , Stephanie, and Jessica Silver-Greenberg. *In Prisons, Sky-High Phone Rates and Money Transfer Fees - The New York Times*, 26 June 2014. • "Guilty and Charged." *NPR*, Accessed 10 June 2025. • Lopez, German. "Nixon Official: Real Reason for the Drug War Was to Criminalize Black People and Hippies." *Vox*, Vox, 22 Mar. 2016.

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
•	• Students are likely to enter the course with a preference or bias towards one or more of the theories explored in this unit, tending to ascribe criminal behavior to personal failings or environmental factors without having fully considered multiple alternatives.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	**Teacher Actions:** • Use graphic organizers and comparison charts to help students visualize the differences and similarities between various criminological theories • Color-code or categorize theories based on their core focus (e.g., individual, social structure, social process) to make the relationships between them clear. • Provide a clear framework for the case study that models how to apply different theoretical "lenses" to a single criminal act.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	**Learning Targets:** • Level 1: I can participate in a short exchange by presenting a key term or basic fact about a criminological theory. • Level 2: I can participate in a short exchange by asking or answering simple wh- questions about the core concepts of a criminological theory or facts of a case. • Level 3: I can participate in a discussion by expressing my own idea about how a theory applies to a case study and asking relevant questions to understand others' ideas. • Level 4: I can participate in a discussion by clearly expressing my ideas about how a theory explains a case study, supporting my points with specific evidence from the case, and asking questions to clarify others' opinions. • Level 5: I can participate in an extended discussion by clearly arguing for the application of a specific criminological theory to a case study, referring to specific evidence, and asking questions that probe the

	reasoning behind others' analyses.

Unit 2:

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Schmalleger, Chapter 3	• I can explain the core concepts and critiques of Classical and Neo-Classical criminology. • I can apply classical theory and neoclassical theory to evaluate a specific criminal case study.	Classical School Enlightenment Cesare Beccaria Jeremy Bentham Neoclassical criminology Rational Choice Theory Deterrence Just Desserts	Rational
2	Schmalleger, Chapter 4	• I can explain the core concepts and critiques of early biological theories of crime. • I can evaluate the ethical and social implications of early biological theories.	The Positivist School Sociobiology Edward O Wilson Cesare Lombroso Atavism Constitutional Factors Born Criminal Phrenology	Deterministic
3	Schmalleger, Chapter 5	• I can explain the core concepts and critiques of biosocial theories of crime. • I can apply biosocial theory to analyze how genetic and social factors might interact in a specific criminal case study.	Biosocial Criminology Biological Factors Environmental Factors Genetic Predisposition GxE Heritability Neuroplasticity Frontal Brain Hypothesis	Inherit
4	Schmalleger, Chapter 6	• I can explain the core concepts and critiques of major psychological theories of crime.	Personality Behaviorism Psychopathic	

		• I can apply psychological theory to analyze the motivations and mindset of an individual in a criminal case study.	Antisocial Cognitive theories Psychiatric criminology Behavior Theory Psychological Profiling	
5	Schmalleger, Chapter 7	• I can explain the core concepts and critiques of social structure theories of crime. • I can apply social structure theory to a specific criminal case study.	Social Structure Theory Social Disorganization Social Strain Theory Culture Conflict Theory Subculture Chicago School Social Ecology Socioeconomic Status Broken Windows Theory	
6	Schmalleger, Chapter 8	• I can explain the core concepts and critiques of social process theories of crime. • I can apply social process theories by analyzing how a specific criminal case study might be shaped by social interactions.	Socialization Social Learning Theory Social Control Theory Labeling Theory Social Development Life Course Perspective Turning Points Desistance persistence	
7	Schmalleger, Chapter 9	• I can explain the core concepts of social conflict theories, including the roles of power and inequality. • I can apply social conflict theory by analyzing how a specific law or policy may equally affect different groups in society.	Consensus Perspective Pluralist Perspective Conflict Perspective Radical Criminology Left-Realist Criminology Feminist Criminology Postmodern Convict Criminology Cultural Criminology	

8	Project	• I can		
9	Project	• I can		
10	Flex			
11	Flex			

Unit 3: Types of Crime

Overview

Relevant Standards: Bold indicates priority

- CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).
- CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).
- CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).
- CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).
- CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Overview

This unit shifts from the theories of crime to the types of crime. Students will explore the distinct characteristics, motivations, and societal impacts of a wide range of illegal activities. The unit will cover major categories including violent interpersonal crimes, property crimes, white-collar and corporate offenses, public-order crimes, and the emerging challenges of technology-based and transnational crime. Throughout the unit, students will apply the criminological theories from Unit 2 to analyze these different offenses, evaluating why our societal and legal responses to a crime in a corporate suite can be so different from our response to a crime on the street.

Essential Question(s):

- How do we classify, prevent, and respond to different crimes?

Enduring Understanding(s):

- Students will understand that "crime" is a broad label for many different types of offenses with unique characteristics and impacts. The way a specific crime is defined, measured, and punished often depends not only on the act itself but also on the social context, the perceived threat, and the status of the offender and victim. Punishments and policy solutions to a wide range of crimes also often draw upon one or more criminological theories.

Demonstration of Learning:	
•	
Connections to Prior Units:	**Connections to Future Units:**
• Unit 1 introduced the scientific study of crime. Unit 3, Lesson 1, directly builds on this by having students compare the major methods for measuring crime. • Unit 2 provided students with the theoretical "lenses" to explain why crime happens. Unit 3 is where they apply those lenses to real-world examples.	• The analysis of various types of crime in this unit provides students with direct context and background knowledge related to specific reforms in Unit 4. For example, learning about Drug related crimes in this unit sets up conversations about a public health approach to crime in Unit 4. • By learning about the differences in classification between different types of crime will help students evaluate and potentially reform the criminal justice system in Unit 4.
Family Overview (link below)	**Pacing for Unit**
	• 11 classes, 5 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Suzanne Barakat's TED TALK: Islamophobia Killed My Brother • Anand Giridharas TED TALK: A Tale of Two Americas Post 9/11 • Dalia Mogahed TED TALK: What It's Like to be Muslim in America • Wale Elegbede TED TALK: It takes a community to eradicate hate • Hess, Amanda. “Most of what you think you know about sex trafficking isn’t true.”
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may believe that the crimes they see on the news is an accurate reflection of all crimes, without considering less common or less commonly reported types of crime. • Students may fail to appreciate the scope, scale, and impact of white collar crimes.

	• Students may think that all victims are simply at the wrong place at the wrong time, and fail to account for various theories of victimization or patterns linked to demographic, social, and environmental factors.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 3.4 Maximize transfer and generalization	**Teacher Actions:** • Use explicit prompts and guiding questions that force students to make connections between criminal theories and different types of crime. • Provide concept maps or matrices that link specific theories to the characteristics of different crime types and help students see patterns between different types of crime. • Provide structured opportunities to debate policy solutions to various types of crime grounded in different criminological perspectives.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.1 An EL can . . .construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	**Learning Targets:** • Level 1: With prompting and support, I can identify a specific type of crime from a description or visual. • Level 2: With prompting, I can identify the main topic of a section of text, such as white collar crime, and some defining characteristics. • Level 3: I can describe key characteristics of a type of crime and provide examples of different crimes that fall under that category • Level 4: I can describe the relationship between two types of crime, such as the difference between transnational organized crime and terrorism. • Level 5: I can explain complex relationships described in a text, such as the roles of and relationship between different types of property offenders and receivers of stolen property.

Unit 3:

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Schmalleger, Chapter 10	• I can compare major methods of measuring crime and describe the key principles of major victimization theories. • I can evaluate the goals and effectiveness of the victims' rights movement and restorative justice programs	Victimology UCR/NIBRS NCVS Dark figure Victim Services Victim Rights VWPA (1982) VOCA (1984) VAWA (1994) Restorative Justice	
2	Schmalleger, Chapter 11	• I can define and distinguish between various types of interpersonal violence. • I can apply a criminological theory to analyze the motivations behind a specific violent crime.	Homicide Rape Robbery Assault Hate Crime Stalking Workplace Violence	
3	Schmalleger, Chapter 12	• I can distinguish between different types of property crime and receivers . • I can apply a criminological theory to analyze the actions of both thieves and receivers.	Larceny Burglary Motor Vehicle Theft Arson Professional Thief Persistent Thief Professional Fence	
4	Schmalleger, Chapter 13	• I can distinguish between white-collar crime and organized crime. • I can apply criminological theory to propose policy solutions to organized crime.	White Collar Crime Occupational Crime Corporate Crime Organized Crime Criminal Enterprise	Fraud Hierarchy

			Ethnic Succession Hobbs Act (1946) RICO Act (1970) Sarbanes-Oxley Act (2002)	
5	Schmalleger, Chapter 14	• I can identify major types of drug and sex crimes and explain why they are classified as public order offences. • I can evaluate the social and economic arguments for and against the decriminalization of a specific public-order crime.	Public Order Offense Controlled Substance Addiction Drug Trafficking Decriminalization Legalization Interdiction	
6	Schmalleger, Chapter 15	• I can distinguish between different types of technology related crimes and different types of cybercriminals. . • I can analyze the tensions between using technology to combat crime and protecting individual rights.	Cybercrime Hacker Threat Analysis Cybersecurity CSEA CISA EFF 1st/4th Amendments	
7	Schmalleger, Chapter 16	• I can distinguish between transnational organized crime and terrorism. • I can evaluate the unique challenges that globalization poses for controlling and prosecuting international criminal activities.	Globalization Transnational crime Human trafficking Human smuggling Terrorism Comparative Criminology Redicalization USA PATRIOT Act	
8	Project			
9	Project			
10	Flex			
11	Flex			

Unit 4: Current Issues and Reforms

Overview

Relevant Standards: Bold indicates priority

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.
- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of-school civic contexts.
- CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states' rights).
- CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).
- CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).
- CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

Overview

In this culminating unit, students will transition from analyzing crime to evaluating the system designed to control it. Students will examine major critiques of modern policing, courts, and corrections, using criminological theories and empirical data to assess their validity. By analyzing specific reform movements, such as community policing and public health approaches, students consider how best to address specific problems in the criminal justice system.

Essential Question(s):

- How should the criminal justice system be reformed?

Enduring Understanding(s):

- Critiques of the system and proposals for its reform are not neutral; they are deeply informed by one's theoretical perspective, interpretation of data, and definition of what "justice" truly means. Therefore, any meaningful reform requires a clear-eyed assessment of a problem's root causes and the intended—and unintended—consequences of the proposed solution.

Demonstration of Learning:	
• Students will propose a policy to improve the criminal justice system based on current research and criminological perspective.	
Connections to Prior Units:	**Connections to Future Units:**
• Students will need to draw on their knowledge of both criminological theory and types of crime when considering critiques of the criminal justice system as a whole. • Students will need to draw on their knowledge or criminological data, as well as their research skills, in order to evaluate reforms and propose their own.	• This is the final unit of the course.
Family Overview (link below)	**Pacing for Unit**
	• 9 classes, 3 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may have formed strong opinions regarding police, the criminal justice system, and potential reforms, based on current political debates. This unit should not seek to persuade/dissuade students of any such views, but should push for a more thorough, systematic, and informed consideration of any such critiques. • Students may believe that crime is a law enforcement problem, and the only solution is more police and tougher punishments, without having fully considered other approaches, such as one based on public health. • Students may believe that any problems in the criminal justice system are purely the result of a few “bad apples,” and that reform must be focused on removing those individuals, without fully considering a

	variety of systemic issues. • Students may see reform as relatively simple, without fully realizing the practical challenges that arise in the translation of a promising theory into effective practice.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 9.3 Promote individual and collective reflection	**Teacher Actions:** • Provide structured reflection prompts that require students to connect their evaluation of a reform proposal back to the theories they studied. • Use rubrics and exemplars to help students self-assess the strength and fairness of their own arguments about justice system reform. • Facilitate a final course debrief where students reflect on how their own understanding of "crime" and its challenges has evolved.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.6 An EL can . . . analyze and critique the arguments of others orally and in writing.	**Learning Targets:** • Level 1: With prompting and support, I can identify the topic and a basic written/oral claim about a specific criminal justice reform. • Level 2: With prompting and support, I can identify the main claim of an argument for a specific criminal justice reform, as well as one supporting reason. • Level 3: I can describe the main claim of a theory like "Broken Windows" and identify some of the evidence the author uses to support it. • Level 4: I can analyze an argument for a specific reform, such as a public health intervention, by evaluating the reasoning and evidence the author uses to support their claims. • Level 5: I can analyze and critique an argument, such as the "Broken Windows" theory, by evaluating its reasoning and evidence, using external information to assess its validity and impact.

Unit 4:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Aligning and Policing Public Health	• I can explain the core principles of a public health approach to crime prevention. • I can evaluate a specific public health intervention as an alternative to a traditional law enforcement response.		
2	Discovering the impact of community policing	• I can define the key components and goals of community policing. • I can analyze the potential challenges and benefits of implementing a community policing model in a specific neighborhood.		
3	Reimagining Broken Windows	• I can explain the "Broken Windows" theory of policing and its intended purpose. • I can critique the "Broken Windows" theory using data and social conflict perspectives to evaluate its impact on different communities.		
4	Reforming La Policía	• I can identify and describe several major contemporary proposals for police reform.		
5	The Never Ending Tale	• I can summarize the systemic and political reasons why criminal justice reform is often a difficult and slow process.		
6	Project			
7	Project			
8	Flex			
9	Flex			

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Latin 1	**World Language**	**9th-12th**	**1**

Course Description:

Latin I has two major objectives; the first is to comprehend the Latin language through the practice of reading, while the second is to develop the student's understanding of the social and political history of the Romans, especially during the first century A.D. in Italy and Britain. The storyline follows a historical Roman family in Pompeii through the son's adventures in Roman Britain. The course presents language as the medium of the great culture and literature that molded it. Students follow the plot of the stories (often humorous), recognize and react to the characters, and distinguish significant details in the social and historical setting of the Roman World. Students demonstrate familiarity with the daily life of the Romans in the first century A.D. Special attention is given to the multitude of English words derived from Latin.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
• Cambridge Latin Course Unit 1, fifth edition	GLOBAL AWARENESS • Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. • Understand other nations and cultures, including the use of non-English language
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
• None	•

Unit Links

Standard Matrix
Unit 1:
- Overview:
- Lesson Map

Standard Matrix	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.					
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	x	x	x	x	x
1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.					
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	x	x	x	x	x
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	x	x	x	x	x
3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.					
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	x	x	x	x	x
4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.	x	x	x	x	x
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	x	x	x	x	x
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					

Unit 1: At Home in Rome (Stage 1-3)

Overview:

Relevant Standards: Bold indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Overview

Students will compare ancient Roman and American concepts around families and domestic architecture while also recognizing the linguistic heritage this vocabulary has had on contemporary English. Students will learn about these Roman concepts through Latin stories that feature grammatical features such as word order, grammatical number, and nominative and accusative cases.

Essential Question(s):

1. Who can be included in the definition of family?
2. How do spaces reflect what happens in our daily lives?

Enduring Understanding(s):

1. Definitions of family vary across time, space, and culture. Not all families of any given time or place are necessarily the same. Naming conventions can reflect far more than family ties, potentially revealing an individual's socioeconomic, ethnic, gender, legal status, and community identities.
2. Spaces, public and private, reflect the priorities of the individuals and cultures that inhabit them. The public and private spaces in the Roman world were often designed to accommodate specific and hierarchical social roles, facilitate family customs, and promote civic engagement and community life.

Demonstration of Learning:	**Unit Specific Vocabulary**

• Unit Assessment including:
  ○ Sight read passage with comprehension questions.
  ○ English, open ended response to one of the essential questions of the unit, using examples from the unit.
	Vocab Lists
	• family and community roles
	• simple actions
	• domestic architecture
	Key Verbs / Phrases
	• *Negotium ago*
	• *est/ sunt*
	Grammatical Concepts
	• word order
	• singular and plural
	• nominative and accusative cases

Connections to Prior Units:	**Connections to Future Units:**
•	• Concepts, beliefs, and practices around freedom and enslavement. • Understanding of personal endings and verb forms will be expanded • The dinner party as an opportunity to entertain, do business, and share information.
Family Overview (link below)	**Pacing for Unit**
•	• 8 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Stages 1, 2, and 3 of the Cambridge Latin Course • Elevate Go for support.
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Comparisons to family structures in other cultures. • Discussion of food in terms of available ingredients, cultural expectations, and resources for food preparation.	• Family members related by blood are the only members of a family • All ancient Romans lived as Caecilius and his family did. • We all have access to the same ingredients and expertise for cooking.

Differentiation through *Universal Design for Learning*	
UDL Indicator ● Consideration 7.2 Optimize relevance, value, and authenticity	**Teacher Actions:** ● Give students a list of common English words related to the unit (e.g., domestic, family, paternal, dominate)and have them trace the words back to the Latin vocabulary they are learning (domus, familia, pater, dominus) to demonstrate the immediate value of Latin for understanding English. ● Have students compare and contrast floorplans of a Roman domus with their own homes, spaces, prompting discussion on how architecture reflects cultural values

Unit 1: At Home in Rome (Stage 1-3)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	• I can describe the members of a Roman familia.	• By using English derivatives and images to discern meaning of Latin words. • By comparing sentence structures in English and Latin.	Model Sentences About the language and culture: Caecilius & family, Metella
2	• I can describe what household members are doing in the story Cerberus. • I can explain how spaces in Roman homes serve specific roles.	• By identifying characters by their names and household roles. • By using a glossary to aid with text comprehension. • By explaining the humor of the encounter.	Cerberus
3	• I can explain how spaces in Roman homes reflect Roman values.	• By labeling a floor plan of a Roman house. • By matching activities to the locations in which they were performed. • By analyzing images of Roman homes.	
4	• Test		
5	• I can describe preparations for a dinner party in the Stage 2 Model Sentences.	• By identifying accusative singular endings. • By comparing Latin and English sentence patterns.	2 model About
6	• I can describe a guest's arrival at a dinner party in ***mercator***. • I can explain how greetings and status are interwoven in the Roman world.	• By distinguishing when characters serve as subjects and direct objects. • By identifying characters by their names and roles. • By explaining the significance of the *salutatio*, *clientes*, and *patronus*.	mercator culture daily life
7	• I can describe the roles and actions of the different characters in the story ***in triclinio***.	• By describing dining customs in ancient Rome. • By determining when characters serve as subjects and direct objects.	in triclinio culture dinner parties

		• By identifying a new character and her role in the narrative. • By explaining Grumio's happiness at the end of the story.	
8	• Flex/Vocab/Review		Praticiting: In culina
9	• Test		
10	• I can name the new characters in the story ***in foro*** and infer how Caecilius might know them.	• By identifying characters by their names and professions. • By labelling a plan of Pompeii with the forum and other public spaces.	in foro culture: town of Pompeii
11	• I can describe the artist, their artwork, and its reception in the story ***artifex***.	• By identifying endings by declensions. • By identifying when characters serve as subjects and direct objects. • By comparing the themes presented by different wall frenscoes.	artifex
12	• I can compare characters' reactions to the poet's arrival in the story ***tonsor***.	• By identifying endings by declensions. • By determining when characters serve as subjects and direct objects. • By explaining why Caecilius left at the end of the story.	tonsor
13	• I can name, describe new characters and compare them in terms of social status in the story ***ornatrix***.	• By determining when characters serve as subjects and direct objects. • By comparing what is said about Melissa with her actions.	ornatrix Reviewing the language
14	• Flex/Vocab/Review		Practicing: in horto
15	• Test		

Unit 2: Community Interactions (Stage 4-5)

Overview:

Relevant Standards: Bold indicates priority *Connecticut World Language Standards 2024*

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Overview

Students will learn about community interaction in the Roman world around banking, courtrooms, and the theater by reading Latin stories that utilize personal pronouns, personal verb endings, and singular and plural forms of both nouns and verbs. As students learn about Roman practices, they will compare these to their relevant counterparts in contemporary American life to consider how institutions and social expectations shape daily interactions in the community.

Essential Question(s):

1. How do institutions shape community interactions?
2. How do social expectations shape community interactions?

Enduring Understanding(s):

1. Roman institutions like banking, theater, and courts established frameworks that structured daily life and civic engagement across the empire, creating systems that offered significant benefits while simultaneously reinforcing social stratification through unequal access; the enduring influence of these institutional designs on modern Western societies demonstrates how foundational structures can shape community interactions across millennia.

2. Roman society operated through complex social hierarchies that were influenced by intersecting factors including citizenship status, gender, wealth, and ethnicity, creating a system that was structured yet permeable; these multifaceted identities determined Romans' daily interactions and opportunities in ways that reveal how social expectations function as powerful forces in community life, both in ancient contexts and in our own diverse societies.

Demonstration of Learning:	**Unit Specific Vocabulary**

• Unit Assessment including:
  ○ Sight read passage with comprehension questions.
  ○ English, open ended response to one of the essential questions of the unit, using examples from the unit.
	Vocab Lists
	• Theatre Vocab
	• Bank/courtroom vocabulary
	Key Verbs / Phrases
	• *fabulam agit*
	• *negotium agit*
	Grammatical Concepts
	• Present tense, personal verb endings
	• Nominative plurals

Connections to Prior Units:	**Connections to Future Units:**
• Students will be familiar with a variety of household and community roles from Unit 1, but will now delve more deeply into the hierarchical relationships between them. • Students will have been introduced to nominative and accusative endings in Unit 1. • Students will be familiar with the geography and plan of the city of Pompeii, including the forum and other public spaces, from Unit 1.	• Students will further examine social hierarchies when they study Roman beliefs and practices surrounding freedom and enslavement in unit 3. • Students will build on their knowledge of plural personal endings and by studying perfect and imperfect tense in Unit 3. •
Family Overview (link below)	**Pacing for Unit**
•	• *8 weeks*
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Access to images, maps, and other online resources. • Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice.	• *Stages 4 and 5 of the Cambridge Latin Course* • *Elevate Go for support*
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

• Comparisons with banking today and financial literacy. • Connections to contemporary theater, both formal and as students experience it on social media.	• Banking is, and has always been, tied to a physical bank or company • Courts are historically impartial, meant to equally protect individual rights • Acting in the Roman world was a freely chosen profession open to all members of society • Entertainment in the Roman world was available on demand. • Enslaved people had no agency in the Roman world. .
Differentiation through *Universal Design for Learning*	
UDL Indicator • 2.1: Clarify vocabulary, symbols, and language structures	**Teacher Actions:** • Pull a short, two or three-line exchange of dialogue directly from one of the unit's stories. Project the dialogue and model syntactical analysis by circling verb endings and highlighting pronouns. Guide students with questions such as"What are the endings? What do they tell us about who is acting? Who is speaking? Who is being spoken to?" • Create a simple two-column T-chart labeled "One Person" and "More Than One." Provide students with a mixed list of nouns and verbs taken directly from the stories and have students sort the words into the correct column.

Unit 2: Community Interactions (Stage 4-5)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	• I can identify the characters that appear in model Latin sentences by their names, professions, and actions. • I can describe the importance of the Roman forum to daily life in Rome.	• By comparing verb endings with speakers. • By matching verb endings with pronouns. • By labeling a map of the forum. • By describing the types of activities that happen in the forum.	Stage 4 Cultural Reading 9 Culture Section 4th edition Stage 4 Model Sentences Stage 4 vocabulary (homework)
2	• I can explain the process for borrowing money in the story Hermogenes.	• By using pronouns and verb endings in dialogue to determine subjects and direct objects. • By describing the tools Caecilius uses as a banker. • By explaining the purpose and importance of a seal ring.	About the Language 4 quis ego sum Game Who's Number One? Hermogenes story Seal Rings in basilica preview (homework) minting coins/seal rings
3	• I can explain the roles people play in a courtroom in the story in basilica.	• By using pronouns and verb endings in dialogue to determine subjects and direct objects. • By identifying and describing the five characters in the story. • By explaining the purpose and importance of the seal ring.	4 anuli SEL in basilica CLC ancillary exercises Cambridge Go exercises (homework)
4	• I can determine the accuracy of Melissa's statement in the story ***Grumio et leo***.	• By using pronouns and verb endings in dialogue to determine subjects and direct objects. • By explaining how Melissa and Clemens interpret the fresco.	Grumio et leo Grumio et leo: Illustrating Master Derivatives in English and Romance languages How did English evolve? -TED-Ed What are you doing? Verb ending practice • CLC ancillary exercises • Cambridge Go exercises

5	• Flex	•	
6	Test	•	Stage 4 assessment Stage 5 cultural reading & reflection task
7	• I can identify places and people found in the theater in the Stage 5 model sentences.	• By identifying singular nouns and verbs when used with images. • By comparing singular and plural verb forms. • By labeling a plan of a Roman theater	Stage 5 Cultural Reading on the Forum & reflection work Stage 5 Model Sentences Stage 5 vocabulary (homework)
8	• I can describe the groups of people who are going to the theater in the story actores. • I can explain why there is so much excitement for a play.	• By describing how people are entering the city. • By comparing noun and verb endings for groups of people with endings for individuals.	actores text about the language (verbs) Poppaea preview (homework)
9	• I can explain Poppaea's goals for the day in the story Poppaea. • I can explain how Lucrio embodies the stock character of a senex.	• By using pronouns and verb endings in dialogue to determine who is speaking. • By determining the tone of the dialogue by analyzing punctuation, repetition, and word choice.	About the language (nouns) Poppaea Cambridge Go digital exercises (homework)
10	• I can explain what the Pompeians were enjoying about the day in the story in theatro.	• By analyzing and describing the performers in the story. • By describing the Pompeians' response to the performance and how it changes over the story. • By explaining Actius's response to the Pompeians exit.	A Funny Thing Happened on the... 5 Mask templates
11	• Interpret the text by illustrating or translating a story. • Create a study plan by evaluating the study guide and identifying areas of personal weakness	• By making predictions about English derivatives by using the words' Latin origins.	Practicing the language (in theatro) CLC ancillary exercises Cambridge Go exercises

12	• Flex	•	
13	• Flex	•	
14	• Test		

Unit 3: Enslavement and Freedom (Stage 6-7)

Overview:

Relevant Standards: Bold indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Overview

Students will learn about ancient Roman views on enslavement, freedom, and death, a window into the complex social and cultural fabric of Roman society. These three themes are interrelated and provide insights into Roman values, practices, and societal structures. Students will explore how these concepts were understood and how they shaped Roman life. Students will compare these to their relevant counterparts in contemporary American life.

Essential Question(s):

1. What was the lived experience of slaves in Ancient Rome?
2. To what extent do Roman superstitions reflect questions about the afterlife?

Enduring Understanding(s):

1. Romans could become slaves, either by birth or by capture. Enslaved people performed a variety of jobs, both skilled and unskilled, and their work largely determined their living conditions. Slaves could be granted freedmen status but still retained obligations to their former owners, who also retained obligations to their former slaves.
2. Concepts about death are not universal even within a culture that shares a set of practices surrounding funerary practices. This uncertainty is expressed through ghost stories and superstition.

Demonstration of Learning:	**Unit Specific Vocabulary**

• *Unit Assessment including:*
  ○ *Sight read passage with comprehension questions.*
  ○ *English, open ended response to one of the essential questions of the unit, using examples from the unit.*
	Vocab Lists
	• manumission
	• freedman
	• cremation
	Key Verbs / Phrases
	• *libertus*
	• *dominus*
	• *patronus*
	• *cliens*
	Grammatical Concepts
	• imperfect tense
	• perfect tense

Connections to Prior Units:	**Connections to Future Units:**
• Students will have been introduced to the relationships between enslaved people and their masters in Unit 2. • Students will be familiar with Stock characters from theater (the wily slave, the miser=) from Unit 2.	• Students will deepen their understanding of the various roles enslaved people held in Roman society when they study Gladiators in Unit 4. • Students will return to meals as opportunities for social discourse in the next unit, and in other levels of Latin Study. . • Students will encounter more examples of thieves and thievery in Unit 4.
Family Overview (link below)	**Pacing for Unit**
•	• 8 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Access to images, maps, and other online resources. • Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice. •	• Stages 6 and 7 of the Cambridge Latin Course • Elevate Go for support
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

• Discussion of ghost stories. • Comparison of Roman slavery with American practices. • Comparison of Roman and American death practices.	• Roman slavery was like American slavery. • Slavery was race based. • Slavery was a permanent condition. • Enslaved people were unskilled. • Slavery no longer exists. • Everyone in a culture shares the same worldview about death. • Burial practices and cemetery experiences are universal.
Differentiation through *Universal Design for Learning*	
UDL Indicator •	**Teacher Actions:** • Before reading about Roman enslavement, have students fill out a KWL chart based on their prior knowledge of slavery from another context, such as U.S. History, to activate their existing schema. After the unit, they complete the "L," allowing for direct comparison. • When introducing the concept of the libertus (freedman) and his obligations to his former master, use a modern analogy to bridge the gap. Ask, "How is this relationship similar to or different from the responsibilities an employee might have to a former boss who wrote them a letter of recommendation?" • Before reading the ghost story or the werewolf story, activate students' understanding of superstition as a cultural universal: "What are some common superstitions or 'urban legends' today?" After students share examples, bridge to the new content.

Unit 3: Enslavement and Freedom (Stage 6-7)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	• I can explain why Quinuts is praised at the end of the Stage 6 Model sentences.	• By recognizing new verb forms when supported by illustrations. • By comparing imperfect and perfect tense verb endings and translations. • By identifying erat and erant as imperfect forms of est and sunt.	review test model sentences About the language vocabulary
2	• I can explain who was fighting and in the story ***pugna*** and describe the crowd's response.	• By identifying verbs as imperfect for ongoing actions and perfect for completed actions. • By describing the sounds of the forum. • By identifying both combatants in terms of nationality, profession, and social status.	pugna
3	• I can describe the household's response to Felix's arrival in the story ***Felix***. • I can explain what a *libertus*.	• By identifying verbs as imperfect for ongoing actions and perfect for completed actions. • By identifying characters by their social status. • By comparing the social status of an enslaved person, a freedman, and a citizen.	Felix.
4	• I can explain why Caecilius freed Felix after reading the story ***Felix et fur***.	• By identifying and translating both imperfect and perfect tense verbs. • By identifying characters when described through different, changing relationships.	Felix et fur.
5	• I can describe how the miser guards his wealth in the story ***avarus***.	• By explaining why the thieves target the miser. • By providing Latin evidence to describe the miser's *servus*. • By identifying and translating both imperfect and perfect tense verbs.	avarus.

6	• Additional resources re: Slavery in Rome	•	
7	• Flex/Vocab/Review	•	
8	• Test	•	
9	• I can infer gapped subjects when supported by images. • I can explain the connection between a feast and a funeral.	• By choosing a pronoun for a verb when no nominative is present. • By choosing a pronoun for a gapped subject by using previous context. • By explaining why a skeleton is an appropriate mosaic in the dining room.	Carpe Diem – How did the ancie... model sentences About the Language vocabulary
10	• I can retell an 'urban legend' about werewolves in ancient Rome.	• By describing how Felix's friend encountered a werewolf. • By identifying adverbs and conjunctions that help pace the story.	
11	• I can retell a ghost story set in the amphitheater. • I can explain how superstition can impact stories about contemporary events.	• By describing how the dinner party is interrupted. • By identifying adverbs and conjunctions that help pace the story.	
12	• I can infer gapped subjects when supported by images. • I can identify and translate perfect verbs with a variety of stems.	• By identifying superstitious elements in 'post cenam.' • By choosing a pronoun for a gapped subject by using previous context. • By identifying and translating perfect verbs that don't have a -v- in their stem.	About Language 2
13	• I can explain how different characters respond to Melissa's skills after reading the story ***Melissa et Metella***.	• By explaining how enslaved people shared their disparate experiences and travails. • By identifying and translating perfect verbs with a variety of stems. • By choosing a pronoun for a gapped subject by using previous context. • By identifying and translating perfect verbs that don't have a -v- in their stem.	Melissa et Metella.

14	• I can explain how superstition could impact people's daily lives. • I can identify and translate perfect verbs with a variety of stems.	• By describing how Lucia uses superstition to get out of a sticky situation. • By choosing a pronoun for a gapped subject by using previous context. • By identifying and translating perfect verbs that don't have a -v- in their stem.	
15	• Flex/Vocab/Review	•	
16	• Test	•	

Unit 4: Entertainment and Leisure Time (Stages 8-9)

Overview:

Relevant Standards: Bold indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Overview

Students will learn about ancient Roman recreational activities, sport, and entertainment, gaining a window into the complex social and cultural fabric of Roman society. Students will explore how these concepts were understood and how they shaped Roman life, from the format of gladiatorial games and the dynamics of power demonstrated within them, to the subtle ways hierarchy was present in leisure activities like bathing and shopping. Students will also consider how Roman approaches to public spectacles and physical ideals compare to their relevant counterparts in contemporary life.

Essential Question(s):

1. How can recreational activities serve both entertainment and political purposes?
2. How are physical ideals reflected in and shaped by sport and entertainment?

Enduring Understanding(s):

1. Public recreational institutions in Rome functioned as complex social spaces where cultural values were reinforced, social hierarchies were displayed, and imperial power was legitimized through shared experiences that united citizens while simultaneously reinforcing their distinct roles in society.

2. Roman society celebrated physical ideals through spectacles like gladiatorial combat, creating a paradox wherein the bodies most admired for embodying Roman ideals often belonged to enslaved foreigners and social outcasts. This contradiction reveals how physical ideals simultaneously reinforced Roman identity while appropriating and exploiting the "othered" body.

Demonstration of Learning:	**Unit Specific Vocabulary**

• *Unit Assessment including:*
  ○ *Sight read passage with comprehension questions.*
  ○ *English, open ended response to one of the essential questions of the unit, using examples from the unit.*
	Vocab Lists
	• gladiators
	• amphitheater
	• the bath complex
	Key Verbs / Phrases
	• *pugnat*
	• *amphitheatrum*
	• *thermae*
	• *dat, dedit*
	Grammatical Concepts
	• accusative plural forms
	• superlatives
	• dative forms (indirect objects)

Connections to Prior Units:	**Connections to Future Units:**
•	• None
Family Overview (link below)	**Pacing for Unit**
•	• 6 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Stages 8 and 9 of the Cambridge Latin Course • Elevate Go for support
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may assume that in Rome, Gladiators were heroes, without fully appreciating their status as enslaved outsiders. • Students may believe that sports, entertainment, and politics are separate, without considering ways they might influence each other.

Differentiation through *Universal Design for Learning*	
UDL Indicator ● Checkpoint 9.3: Develop self-assessment and reflection.	**Teacher Actions:** ● When introducing sentences with the new dative case, provide students with 3-5 practice sentences from the stories. Before they begin analysis, have them privately rate their confidence (1-3) in their ability to correctly identify (subject, direct object, and indirect objects). After reviewing together, have students check their work against a key and complete a short reflection ● Ask students to create a simple portfolio containing two key artifacts: one from Unit 1 (e.g., their first story translation or quiz) and one from Unit 4 (a similar, recent assignment). Guide them through a structured reflection using prompts focused on skills or content.

Unit 4: Entertainment and Leisure Time (Stages 8-9)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	• I can describe the format of a day of gladiatorial competitions. • identify accusative plural nouns using images as context clues.	• By identifying the key events that lead to a day of gladiatorial competitions. • By noticing differences in noun endings in a series of sentences supported by images.	vocabulary introduction model sentences
2	• I can explain how and by whom power was demonstrated in the story 'gladiatores.'	• By identifying who sponsored, attended, and participated in the gladiatorial competition • By describing the weapons and advantages of the *murmillones* and retiarii.	gladiatores
3	• I can explain how a disruption in the expectation for the games can lead to political disruption in the story 'venatio.'	• By describing how violence in the arena can lead to violence in the streets • By finding and translating accusative plural nouns.	'venatio
4	• I can explain how the story of Androcolus undercuts ideas of social control promoted in the amphitheater. • I can identify superlative adjectives.	• By finding and translating superlative adjectives. • By describing what the lion does for Androcolus and Androcolus does for the lion. • By describing how kindness repays kindness.	Androclus et leo about the language: superlatives
5	• Flex/Vocab/Review	•	Quintus audax
6	• Test	•	
7	• I can describe how characters prepare for and celebrate a birthday. • I can identify indirect objects following specific verbs.	• By determining who receives gifts, purchases, offerings, demonstrations	

8	• I can describe how hierarchy is present in the leisure activities of the athletic fields at the bath complex. • I can identify how fame is promoted and recognized in social situations.	• By identifying who is in charge of the action by discerning subjects, direct objects, and indirect objects. • By recognizing the importance of statuary in public spaces as mass media. • By explaining the humor of the ending of the story.	
9	• I can describe how hierarchy is present in shopping experiences. • I can use verb endings to follow a spirited conversation.	• By distinguishing the roles of buyers and sellers in the bargaining process. • By tracking the steps of haggling by using gapped subjects and personal pronouns.	
10	• I can explain how public spaces are guarded and undermined.	• By recognizing how enslaved people supported the functions of the bath complex. • By finding evidence to support accusations of dishonesty. • By tracking accusers and accused by using verb endings.	
11	• I can describe how hierarchy is present in the leisure activities of the baths.	• By describing the variety of activities that occurred in a bath complex. • By distinguishing between the spaces in a bath complex and explaining their functions. • By comparing the actions of citizens and the enslaved at the bath complex.	
12	• Flex/Vocab/Review	•	
13	• Test	•	