Board of Education

5 Minortown Road ~ Woodbury, CT 06798
www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Regular Meeting of the Region 14 Board of Education
Monday, June 3, 2024; 6:05 p.m. (Immediately Following District Meeting)
Mitchell Elementary School
Flanders Room

I. Call to Order……..…..James Crocker

II. Pledge of Allegiance……....James Crocker

III. Introductions…….…….……James Crocker

IV. Approval of Minutes (Action Anticipated)…….James Crocker
   A. District Meeting, Monday, May 6, 2024
   B. Special Meeting, Thursday, May 16, 2024

V. Superintendent's Report……..……..……..……Brian Murphy
   A. Student Representative Update
   B. Student Recognitions
      1. Litchfield County Superintendent Awardees
      2. Invention Convention Semi Finalists
      3. Chief Advocate Award-Winning Stories

VI. Committee Reports

A. Curriculum Committee

On a recommendation by the Curriculum Committee to approve the following Curricula (Action Anticipated):

1. MOS Certification
2. Personal Finance
3. AP European History
4. AP Government

On a recommendation by the Curriculum Committee to approve the following course (Action Anticipated):

1. SAT/NGSS Prep

On a recommendation by the Curriculum Committee to approve the Graduation Requirements (Action Anticipated)

1. Graduation Requirements

B. Policy Committee

On a recommendation by the Policy Committee to approve the following policies: (Second Read, Action Anticipated)

1. Policy 6172 Alternative Education Program
2. Policy 9750 Conduct of Meetings

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, who are asked to state their name and town of residence and to please limit comments to three (3) minutes. Up to 21 minutes of statements per topic are allowed. All comments should be addressed to the Board of Education Chair. Decorum will be enforced.

IX. Old Business

X. New Business

A. Spanish Club Field Trip: Barcelona, Madrid, Seville, April 10 to April 19, 2025 (Action Anticipated)

XI. Other Business

A. Discussion and possible action on ratification of proposed collective bargaining agreement between the Region 14 Board of Education and the Nonnewaug Paraeducator Union covering the period of July 1, 2024 through June 30, 2028 (executive session anticipated).

B. Discussion and possible action on ratification of proposed collective bargaining agreement between the Region 14 Board of Education and the Nonnewaug Secretarial Association covering the period of July 1, 2024 through June 30, 2027(executive session anticipated).

XII. Adjournment

Minutes
Board of Education – District Meeting (Budget)
Monday, May 6, 2024; 6:00 p.m.
Mitchell Elementary School
Flanders Room

Present:
Jim Crocker, Chairman
Chris Matta
Carol Ann Brown
Chris Griffin
Alice Jones
Michael Carbonneau
Caren Lipinski
Tikva Rose

Absent:
N/A

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Attorney John McDonald, Moderator of the Meeting

I. Call to Order
Chairman Crocker called the meeting to order at 6:00 p.m.

II. Pledge of Allegiance/Introductions
The Pledge of Allegiance was recited and members of the Board of Education and Central Office staff introduced themselves. Chairman Crocker recognized Attorney John McDonald, who will be appointed to serve as Moderator of the Meeting.

III. Appointment of Moderator
Chairman Crocker appointed Attorney John McDonald to serve as Moderator of the Meeting.

IV. Appointment of Meeting Clerk by Moderator
Attorney John McDonald, Moderator the Meeting, appointed Patricia Paige as Meeting Clerk.

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The Regional School District 14 Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, gender identity or expression, sexual orientation, or disability in its programs, activities, and employment practices as set forth in compliance with the Office of Civil Rights, Title VI, Title IX, and Section 504. Any person having inquiries concerning Regional School District 14 Public Schools' compliance with Section 504, Title VI or Title IX should contact Dina Ericson, Director of Student Services, Regional School District 14, 5 Minortown Road, PO Box 469, Woodbury, CT 06798 (203) 263-6356

V. Call of the Meeting

Attorney John McDonald read the "Call of the Meeting"
All electors and citizens who are qualified to vote in town meetings of the Towns of Bethlehem and Woodbury, Connecticut, are hereby notified and warned that a District Meeting of Regional School District No. 14 will be held Monday, May 6, 2024 at 6:00 p.m. at the Mitchell Elementary School; Flanders Room; 14 School Street; Woodbury, CT.

PURPOSE:
TO CONSIDER THE BUDGET SUBMITTED BY
THE BOARD OF EDUCATION FOR REGIONAL SCHOOL DISTRICT NO. 14 FOR THE FISCAL YEAR COMMENCING JULY 1, 2024 AND ENDING JUNE 30, 2025 IN THE AMOUNT OF $41,590,505.
The vote on said budget will be by the voting machines in the towns of Bethlehem, (Town Hall, 36 Main Street South) and Woodbury, (Senior Center, 265 Main Street South) Connecticut on Tuesday, May 7, 2024, between the hours of 6:00 a.m. and 8:00 p.m., the day following the District Meeting.

VI. Note of Referendum Hours

Attorney McDonald noted the referendum hours

Referendum, Tuesday, May 7, 2024 from 6:00 a.m. to 8:00 p.m.

VII. Statement by Chairperson

Chairman Crocker read the following statement:

I present the 2024-2025 School District Budget, approved by the Region 14 Board of Education in the amount of $41,590,505 in accordance with Section 10-51 of the Connecticut General Statutes.

In accordance with Section 10-51 of the Connecticut General Statutes, the Region 14 Board of Education has separately established a "Reserve Fund for Capital and Nonrecurring Expenditures" in which the aggregate amount of annual appropriations and any supplemental appropriations from surplus funds shall not exceed 2% of the annual district operating budget.

In accordance with Section 10-51 (a) of the Connecticut General Statutes, the Region 14 Board of Education has a statement of Estimated Receipts and

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Expenditures for the 2023-2024 and 2024-2025 fiscal years, Estimated Surplus or Deficit in operating funds at the end of the current fiscal year, Bonded Debt, and Estimated Per Pupil Expenditures for the Current and Next Fiscal Year.

VIII. Adjournment

Attorney McDonald noted the following:

The Annual District Meeting this evening is to be considered in recess until the following day, Tuesday, May 7, 2024 when the polls open in each of the two member towns for the purpose of voting the question. The meeting shall then be considered adjourned following the close of the polls in the two member towns and announcements made of the results of the voting question.

IX. Voting Machine Information

Attorney McDonald read the voting machine question

QUESTION:

Shall the budget submitted by the Board of Education for Regional School District No. 14 for the fiscal year commencing July 1, 2024 and ending June 30, 2025 in the amount of

$ 41,590,505 be approved?

_____yes _____no

Chairman Crocker recessed the meeting.

Respectfully Submitted,



Patricia Paige
Board Clerk

Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk

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Minutes
Special Meeting of the Region 14 Board of Education
Thursday, May 16, 2024; 5:00 p.m.
Mitchell Elementary School
Flanders Room

Present:
Chris Matta, Presiding Board Member
Jim Crocker, Chairman (via Zoom)
Carol Ann Brown
Alice Jones
Michael Carbonneau
Caren Lipinski

Absent:
Chris Griffin
Tikva Rose

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Attorney Mark Sommaruga

I. Call to Order
Chris Matta called the special meeting to order at 5:05 p.m.

II. Pledge of Allegiance/Introductions
The Pledge of Allegiance was recited and members of the Board of Education and Central Office staff introduced themselves.

III. Discussion with Board Attorney of referendum advocacy issues
Attorney Sommaruga explained strategies for advocating for the budget, what is, and what is not allowed. Superintendent Murphy outlined Region 14 advocacy strategies.

IV. Discussion/possible action on revised budget for 2024-2025
Superintendent Murphy indicated that any reductions to the budget are impactful. The amended budget proposed totals $41,486,051 or 3.33%.

Motion
Chris Matta moved that the Region 14 Board of Education approve and adopt the Superintendent's proposed budget for the fiscal year 2024/2025 in the amount of $41,486,051 as presented to the Board, seconded by Michael Carbonneau, all in

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favor, none opposed, motion carried unanimously.

V. Discussion/possible action on calling of District meeting and referendum on revised budget

Chris Matta moved that the Board of Education schedule and warn a District Meeting for Monday, June 3, 2024 at 6:00 p.m. in the Flanders Room at Mitchell Elementary School, 14 School Street, Woodbury, CT concerning the amended 2024/2025 budget, with said meeting to be adjourned to a referendum on Tuesday, June 4, 2024 from 6:00 a.m. to 8:00 p.m. in the Towns of Bethlehem and Woodbury, CT, seconded by Alice Jones, all in favor, none opposed, motion carried unanimously.

VI. Discussion/possible action on authorization and approval of explanatory text/neutral materials and notices

Chris Matta moved that the Secretary of the Board of Education is authorized, in such official's discretion, to prepare and cause to be printed and distributed explanatory text and other neutral materials and notices regarding the 2024/2025 budget referendum scheduled for June 4, 2024, with such explanatory text and materials and notices subject to the review and approval of the District's legal counsel and to be prepared and distributed in accordance with Section 9-369b of the Connecticut General Statutes, seconded by Caren Lipinski, all in favor, none opposed, motion carried unanimously.

VII. Adjournment

A motion was made by Michael Carbonneau and seconded by Chris Matta to adjourn the meeting at 5:33 p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,



Patricia Paige
Board Clerk
Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk

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MOS Certification CURRICULUM

	
Grade Level(s): 9-12	**Curriculum Author(s):** Devon Bares & Adam Lengyel

Course Description: TestOut Desktop Pro Plus provides an innovative and effective way to practice using Microsoft Office applications and learn the basics of computer technology. Simulated labs help students acquire and retain the basic skills they need to become proficient in Microsoft Word, Excel, PowerPoint, Access, and Outlook. The course is also designed to prepare students for the following Microsoft Office Specialist exams.

MOS Word 2016
MOS Excel 2016
MOS PowerPoint 2016
MOS Access 2016
MOS Outlook 2016

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Online Essentials	How do the online functions we use everyday actually work?	Online technology is complex,but a basic understanding of how it works will make you more productive and efficient.	TCC4(9-12), TI1(9-12), TI3(9-12), P3(9-12), AA1(9-12), AA2(9-12), AA4(9-12)
Computer Essentials	How are computers designed, installed and set up?	Computer technology is complex, but a basic understanding of how it works will make you more productive and efficient.	TCC4(9-12), TI1(9-12), TI3(9-12), P3(9-12), AA1(9-12), AA2(9-12), AA4(9-12)
Common Office Features	How is Microsoft Office designed?	MOS is an industry leading software package that continues to be used by countless organizations throughout the world.	TCC4(9-12), TI1(9-12), TI3(9-12), P3(9-12), AA1(9-12), AA2(9-12), AA4(9-12)
Microsoft Word	What can Microsoft Word do for you?	Microsoft Word is a word processing program that has been adapted by all types of businesses	TCC4(9-12), TI1(9-12), TI3(9-12), P3(9-12), AA1(9-12), AA2(9-12), AA4(9-12)
Microsoft Excel	What can Microsoft Excel do for you?	Microsoft Excel is a spreadsheet program used to analyze data across a variety of industries and organizations.	TCC4(9-12), TI1(9-12), TI3(9-12), P3(9-12), AA1(9-12), AA2(9-12), AA4(9-12)

Unit 1 - Online Essentials

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
CSTA Standards
3A-CS-01 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects
3A-NI-04 Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing
3A-NI-05 Give examples to illustrate how sensitive data can be affected by malware and other attacks.
3A-NI-06 Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts
3A-NI-07 Compare various security measures, considering tradeoffs between the usability and security of a computing system
3A-NI-08 Explain tradeoffs when selecting and implementing cybersecurity recommendations.
3B-NI-03 Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology)

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA2(9-12): I can assess my past successes and mistakes to change my approach
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation

Understandings: Students will understand that…

- Computer technology has changed and evolved but there are many similarities that remain consistent
- It is important to follow rules of etiquette when interacting online
- There are different ways to protect yourself from cyber threats
- There are differences between scholarly and consumer level sources

Essential Questions:

- How are today's computers similar to the earliest computers and how are they different?
- How should I respond when I am a victim of cyberbullying? How should I respond when I see someone else being bullied?
- What methods of digital communication do you use on a regular basis?
- What can you do to protect yourself against Internet security risks?
- How does content on the Internet attempt to influence the way I think and who stands to benefit from this influence?

Students will know… ● The uses of computers in today's world. ● The ethical considerations related to evolving forms of technology. ● The importance of technologies that use the Internet, including the Web, email, instant messaging, VoIP, and the Internet of Things. ● How to evaluate email messages to determine if they represent a possible social engineering attack. ● How to scrutinize a source for potential bias or false information.	**Students will be able to...** ● Recall significant developments in the history of modern computing. ● Define bits and bytes. ● Select the best format for digital images. ● Compare common image file types. ● Describe the essential components of the Web, including websites, URLs, hyperlinks, web browsers, and search engines. ● Define and describe the uses of cloud computing. ● Make basic changes to browser settings. ● Identify and describe various forms of electronic communication, including email, instant messaging, forums, text messaging, video chat, and social networking. ● Identify popular mobile operating systems. ● Explain why it's important to back up data. ● Describe the basics of data encryption. ● Clear a browser's cache. ● Use advanced search to find information on the Internet.
Key Vocabulary: Computer Tower, Monitor, Keyboard, Mouse, Software, Bit, Byte, ISP, IP Address, URL, HTML, Intranet, WiFi, Internet of Things, Copyright, Intellectual Property, Piracy, Fair Use, Public Domain, Proprietary Software, Open-source Software	
Assessment Evidence	
Performance Tasks: **Summative(s)**: Skills Lab: Web Browsing with Internet Explorer Skills Lab: Microsoft Outlook Email Skills Lab: Practice Online Safety and Security	**Other Evidence:** **Interim(s):** Applied Lab: Configure Windows Firewall Applied Lab: Configure Privacy Settings in IE Applied Lab: Clear the Browser Cache Applied Lab: Respond to Social Engineering Applied Lab: Configure the IE Popup Blocker
Learning Plan	
● Students will work on a self paced Learning Plan as outlined by the certification requirements. TI1(9-12)	

- Analyze and relate in class learning with other classwork and daily life activities. TCC4(9-12)
- Complete individual simulations and labs that require a minimum score to proceed P3(9-12)
- Navigate the best individualized path to certification. Students will determine which path will be best for them. AA1(9-12)
- Repeat modules and learning activities as much as desired to be sure students can learn from mistakes and be prepared for the necessary certification exam.AA2(9-12)
- Students will have the opportunity to decide how many modules and certifications they would like to complete and attain. AA4(9-12)

Teacher Resources:
TestOut Learning Platform - LabSim
Certiport Testing Portal

Unit 2 - Computer Essentials

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
3A-CS-02 Compare levels of abstraction and interactions between application software, system software, and hardware layers.
3A-CS-03 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
3A-DA-09 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images
3B-NI-03 Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology)

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
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AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation
3A-IC-24 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Understandings: Students will understand that...

- Technology, people, and procedures must work together in an information system.
- Different types of computer devices must be appropriate for different types of users.
- Cloud storage is different from local file storage.
- It is important that computers on a network use the same protocols.
- Important questions can be answered by analyzing Big Data.
- Computer programs must be precise in giving instructions to the computer.
- Software applications can assist you in collaborating with other people.

Essential Questions:

- What hardware components are generally required for a desktop computing system?
- What is the difference between hardware, system software, and application software?
- How can the Windows operating system be configured through the Settings app?
- What is the difference between a local and a network printer?
- What are the advantages and disadvantages of different file storage options?
- What are the safest methods of installing applications?
- What hardware components are needed for a wired network? A wireless network?
- What are some principles for effective systems analysis and design?

Students will know...	**Students will be able to...**
● The common peripheral devices and ports and connectors by sight. ● The different types of system software and common operating systems. ● The different components of the Windows 10 operating system. ● The differences between developing computer programs and using software packages. ● What computer programming is, why it is useful, and the names of several programming languages. ● The purpose of an operating system.	● Connect cables and peripherals to a computer system. ● Identify and state the purpose of common hardware components. ● Change display settings in Windows. ● Configure Windows Update settings. ● Analyze and understand pseudocode. ● Describe several careers in computer science. ● Identify and understand the purposes of HTML, CSS, and JavaScript in a web browser. ● Create folders in the Windows file system and copy, rename, and delete files in Windows. ● Describe the advantages and disadvantages of different software installation methods. ● Define and state some advantages of computer networking. ● Define the Internet and understand basic Internet protocols. ● Explain the role of hosts and servers on a network. ● Connect to a public and secure WiFi network. ● Conduct online research on a career that interests you in information technology.

Key Vocabulary: Desktops, Notebooks, Mobile Devices, Keyboard, Mouse, Monitor, Printer, Connectors, Cables, Storage devices, Processor, Chip, Power Supply, Field, Record, Primary key, Foreign key, One-to-many relationship, Discussion boards, Screen sharing, Calendaring, Resource management, Webinars, Collaborative editing,Hard Disk Drive, Optical Drive, Flash Storage, Network Interface, Network Cabling, Wall Jack, Mail Server, Web Server, Database Server, Table, Query, Form, Report, Data Extraction, Data Mining, Big Data Analytics, Programming Language, Encapsulation.

Assessment Evidence	
Performance Tasks: **Summative(s):** 2.1.14 Skills Lab: Connect Computer Devices 2.2.13 Skills Lab: Explore Windows 10 Features 2.3.9 Skills Lab: Manage and Share Files in Windows 2.4.6 Skills Lab: Use Desktop Applications 2.5.10 Skills Lab: Configure Networking and User Accounts	**Other Evidence:** **Interim(s):** 2.1.15 Applied Lab: Connect a Monitor 2.1.16 Applied Lab: Set Up a Computer 2.1.17 Applied Lab: Install USB Devices 2.1.18 Applied Lab: Connect a Printer 2.2.14 Applied Lab: Change Display Settings

2.6.8 Skills Lab: Microsoft Access Databases	2.2.15 Applied Lab: Connect to a Printer 2.2.16 Applied Lab: Share a Printer 2.3.10 Applied Lab: Manage Files 2.3.11 Applied Lab: Copy Files from a USB Thumb Drive 2.3.12 Applied Lab: Use Shared Storage 2.3.13 Applied Lab: Use OneDrive Storage 2.4.7 Applied Lab: Run Desktop Applications 2.4.8 Applied Lab: Open and Print a Document in Word 2.5.11 Applied Lab: Create a User 2.5.12 Applied Lab: Connect to a Wireless Network

Learning Plan

- Students will work on a self paced Learning Plan as outlined by the certification requirements. TI1(9-12)
- Analyze and relate in class learning with other classwork and daily life activities. TCC4(9-12)
- Complete individual simulations and labs that require a minimum score to proceed P3(9-12)
- Navigate the best individualized path to certification. Students will determine which path will be best for them. AA1(9-12)
- Repeat modules and learning activities as much as desired to be sure students can learn from mistakes and be prepared for the necessary certification exam.AA2(9-12)
- Students will have the opportunity to decide how many modules and certifications they would like to complete and attain. AA4(9-12)

Teacher Resources:
TestOut Learning Platform - LabSim
Certiport Testing Portal

Unit 3 - Common Office Features

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
3A-AP-23 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs
3A-IC-29 Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.
3B-CS-01 Categorize the roles of operating system software.
3B-DA-05 Use data analysis tools and techniques to identify patterns in data representing complex systems.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
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AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation
3B-CS-02 Illustrate ways computing systems implement logic, input, and output through hardware components

Understandings: Students will understand that…

- Many computer programs have a variety of similarities that can help to make it easier to operate
- Customizing your user interface within a computer program can increase efficiency
- There are many ways to improve a document/presentation and some of the most common include the use of hyperlinks, images, videos and positioning

Essential Questions:

- How are Word, Excel, and PowerPoint similar to each other?
- What are the advantages and disadvantages of zooming in? Zooming out?
- When would it be beneficial to split an application window?
- How can customizing the Quick Access Toolbar make it more useful?
- How can printing handouts improve a PowerPoint presentation?
- What print settings are appropriate for what contexts?
- How can Find and Replace be used to save time?
- What can hyperlinks do to improve a document?
- How can learning to work with objects in one application carry over to another one?
- How can objects be used to improve a document, presentation, or workbook?

Students will know...	Students will be able to...
• How to create, save, share, edit and open a variety of files • How to customize their user experience • How to print sections of documents, Excel worksheets and handouts in PowerPoint. • The different ways to add borders, styles, and effects to objects.	• Create a new blank file. • Save in alternate file formats. • Open an existing file. • Customize the Quick Access Toolbar. • Split the window. • Configure documents to print. • Search for text within a document. • Insert hyperlinks, textboxes and images • Modify shape backgrounds. • Insert shapes. • Create custom shapes. • Apply styles to objects. • Resize objects. • Display gridlines.

Key Vocabulary: Ribbon, Quick Access Toolbar, Tab, Drop-down Lists, Contextual Tabs, Group, Command Button, Gallery, ScreenTip, Dialog Box Launcher, Desktop, Web, Hyperlink, Bookmark, Font, Clear formatting, Bullets, Show/Hide, Alignments, Borders, Shading

Assessment Evidence

Performance Tasks:	Other Evidence:
Summative(s): Skills Lab: Print Files Skills Lab: Navigate Files Skills Lab: Work with Objects	**Interim(s):** Challenge Lab: Get Started with Office Challenge Lab: Customize Views and Options Challenge Lab: Print Files Challenge Lab: Navigate Files Challenge Lab: Work with Objects

Learning Plan

- Students will work on a self paced Learning Plan as outlined by the certification requirements. TI1(9-12)
- Analyze and relate in class learning with other classwork and daily life activities. TCC4(9-12)
- Complete individual simulations and labs that require a minimum score to proceed P3(9-12)
- Navigate the best individualized path to certification. Students will determine which path will be best for them. AA1(9-12)

- Repeat modules and learning activities as much as desired to be sure students can learn from mistakes and be prepared for the necessary certification exam.AA2(9-12)
- Students will have the opportunity to decide how many modules and certifications they would like to complete and attain. AA4(9-12)

Teacher Resources:
TestOut Learning Platform - LabSim
Certiport Testing Portal

Unit 4 - Microsoft Word

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
3B-CS-01 Categorize the roles of operating system software.
3B-CS-02 Illustrate ways computing systems implement logic, input, and output through hardware components

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA2(9-12): I can assess my past successes and mistakes to change my approach
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation
3B-DA-06 Select data collection tools and techniques to generate data sets that support a claim or communicate information.

Understandings: Students will understand that...

- File management teaches students how to organize their documents into folders and manage their files effectively.
- They should become familiar with the Word interface, including the Ribbon, Quick Access Toolbar, and Backstage view (File tab).
- These additional concepts and practices will help students develop a well-rounded understanding of Microsoft Word and its capabilities, making them more proficient users of the software.
- These foundational skills will empower students to effectively use Microsoft Word for various academic and professional purposes.
- As they progress, they can explore more advanced features, such as mail merge, creating indexes and tables of contents, and using macros for automation.

Essential Questions:

- What is the purpose of Microsoft Word, and how can it be used in academic and professional settings?
- How do you create a new document in Microsoft Word, and what are the different file formats you can save it in?
- What are the primary elements of the Word interface, and how do they assist in document creation and formatting?
- How can you format text in Microsoft Word, including font style, size, color, and alignment?
- What are the benefits of using styles and templates in Word, and how can they be applied to enhance document consistency and efficiency?
- What is the purpose of headers and footers, and how can they be customized to meet specific document requirements?

Students will know...

Students will be able to...

• How to create a new document, open an existing one, and save their work in different formats (e.g., .docx, .pdf) and the importance of saving regularly to prevent data loss. • How to edit and proofread their documents, including features like spell check, grammar check, and the Thesaurus and how to cut, copy, and paste text within a document. • Which text wrap settings are typically the most appropriate for images inserted into a document. • Which practices should be avoided when working with fonts. • When is it appropriate to add comments to a document and the best ways to share a file with collaborators. • When does it make sense to create macros, why is security important, and what are some of their limitations.	• Organize their documents into folders and manage their files effectively, understand the importance of creating a logical file structure to keep documents organized. • Demonstrate how to create and customize bulleted and numbered lists for creating ordered and organized content, such as outlines and lists of items. • Insert hyperlinks into documents to reference external web pages, email addresses, or other documents, and explain the importance of checking links for accuracy. • Introduce the creation of tables of contents and indexes, which are useful for longer documents like research papers and reports. • Use the built-in spelling and grammar checkers and how to add custom words to the dictionary to avoid false positives. • Highlight the importance of creating accessible documents that can be read by assistive technologies and ensuring compatibility with different versions of Microsoft Word. • Track changes made in a document, compare different versions, and accept or reject edits when collaborating with others.
Key Vocabulary: Word Processor, Ribbon, Quick Access Toolbar, Backstage View, Formatting, Font, Styles,Page Layout, Tables, Headers and Footers, Bullets and Numbering, Hyperlink, Spelling and Grammar Check, Templates, Styles and Templates, Mail Merge, Track Changes, Collaboration, File Management, Accessibility, Document Properties, Export	
Assessment Evidence	
Performance Tasks: **Summative(s):** 4.2.7 Skills Lab: Create Documents 4.3.4 Skills Lab: Modify Fonts 4.4.6 Skills Lab: Format Paragraphs 4.5.5 Skills Lab: Format Pages 4.6.5 Skills Lab: Edit Documents 4.7.5 Skills Lab: Insert Illustrations 4.8.5 Skills Lab: Create and Format Tables 4.9.5 Skills Lab: Use Themes, Styles, and Templates 4.10.6 Skills Lab: Manage References	**Other Evidence:** **Interim(s):** 4.2.8 Challenge Lab: Create Documents 4.2.10 Applied Lab: Prepare a Business Memo 4.2.11 Applied Lab: Reorganize Class Notes 4.3.5 Challenge Lab: Modify Fonts 4.3.7 Applied Lab: Prepare a Resume 4.3.8 Applied Lab: Format a Math Worksheet 4.4.7 Challenge Lab: Format Paragraphs 4.4.9 Applied Lab: Format Research Paper Paragraphs 4.4.10 Applied Lab: Format Lists

4.11.6 Skills Lab: Manage Headers, Footers, and Sections 4.12.5 Skills Lab: Use Collaboration Features MOS Word 2016 Exam	4.5.6 Challenge Lab: Format Pages 4.5.8 Applied Lab: Format a Report Draft 4.5.9 Applied Lab: Format a Music Program 4.6.6 Challenge Lab: Edit Documents 4.6.8 Applied Lab: Edit an Essay 4.6.9 Applied Lab: Edit a Newspaper Article 4.7.6 Challenge Lab: Insert Illustrations 4.7.8 Applied Lab: Insert Images for a Poster 4.7.9 Applied Lab: Insert Images for a Flyer 4.8.6 Challenge Lab: Create and Format Tables 4.8.8 Applied Lab: Format a Calendar 4.8.9 Applied Lab: Format Tables for a Sales Report 4.9.6 Challenge Lab: Use Themes, Styles, and Templates 4.9.8 Applied Lab: Create a Certificate Using a Template 4.9.9 Applied Lab: Format a Newsletter 4.10.7 Challenge Lab: Manage References 4.10.9 Applied Lab: Manage Essay References 4.10.10 Applied Lab: Add References to Research Report 4.11.7 Challenge Lab: Manage Headers, Footers, and Sections 4.11.9 Applied Lab: Format a Research Paper with Sections 4.11.10 Applied Lab: Format a Survey Report 4.12.6 Challenge Lab: Use Collaboration Features 4.12.8 Applied Lab: Prepare a Business Memo for Distribution 4.12.9 Applied Lab: Prepare an Online Resume

Learning Plan

- Students will work on a self paced Learning Plan as outlined by the certification requirements. TI1(9-12)
- Analyze and relate in class learning with other classwork and daily life activities. TCC4(9-12)
- Complete individual simulations and labs that require a minimum score to proceed P3(9-12)
- Navigate the best individualized path to certification. Students will determine which path will be best for them. AA1(9-12)
- Repeat modules and learning activities as much as desired to be sure students can learn from mistakes and be prepared for the necessary certification exam.AA2(9-12)
- Students will have the opportunity to decide how many modules and certifications they would like to complete and attain. AA4(9-12)

Teacher Resources:
TestOut Learning Platform - LabSim

Certiport Testing Portal

Unit 5 - Microsoft Excel

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
3B-CS-01 Categorize the roles of operating system software.
3A-AP-14 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.
3A-AP-17 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
3A-AP-18 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs
3B-CS-02 Illustrate ways computing systems implement logic, input, and output through hardware components
3B-DA-05 Use data analysis tools and techniques to identify patterns in data representing complex systems.
3B-DA-06 Select data collection tools and techniques to generate data sets that support a claim or communicate information.
3B-AP-12 Compare and contrast fundamental data structures and their uses.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA2(9-12): I can assess my past successes and mistakes to change my approach
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation

Understandings: Students will understand that...

- You can use Excel for personal projects, such as data or financial analysis
- Formulas can save time and increase accuracy of data being presented
- Excel can be helpful in organizing information and creating professional presentations in a variety of subject areas
- Charts are an extension of data and can help present data in layman's terms

Essential Questions:

- How can you use Excel to keep your data organized?
- What is the relationship between rows and columns in your workbook?
- How does making your worksheet look better increase its utility?
- How can formulas increase the power of your spreadsheet?
- How can Excel make use of the same logic you use in everyday life?
- Why is it important to visualize your data?
- What problems could be caused by using the wrong chart type?
- What are some real-world benefits of using tables?

Students will know...	**Students will be able to...**

• How to create,manage and enter data into worksheets and workbooks. • How to enter simple formulas, use advanced functions, create charts and graphs and analyze data in tables. • How to navigate a worksheet including naming, editing, coloring and importing data. • The various editable functions within a worksheet • How to navigate the variety of printing functions within a worksheet and how they can be used to make an well presented document • The various uses and applications of pivottables	• Protect worksheets, print worksheets and format cells. • Save a workbook in Excel format, in a character-separated values format (both tabs and commas), and as a PDF file. • Create, rename and edit worksheets. • Reorder, move, copy and color worksheet tabs. Import data from a comma-separated text file and various applications into Excel. • Enter worksheet, column and row titles. • Manage a worksheet that contains a large data set. • Insert new data between rows or columns. • Divide data sets appropriately between worksheets. • Protect worksheets and workbooks from changes. • Preview and print and set the print area for a worksheet.. • Create/edit a worksheet header and footer. • Demonstrate the various editable actions within a worksheet including: apply font style, size, and color changes to cells, merge and center a range of cells. • Apply number formatting and percent style to cells. • Resolve the ###### error message. • Adjust row height, align cell content, rotate cell content. • Clear cell formatting. • Apply borders and border colors. • Enter multiple lines of text (apply word wrap setting). • Format cells as column or row totals. • Use Format Painter. • Adjust columns to display both numeric and textual data properly. • Format a range of cells as a worksheet title. • Enter a function using the Insert Function box. • Display and hide formulas. • Enter a formula using absolute, relative and mixed references. • Use the IF, COUNTIF, SUMIF, and AVERAGEIF functions • Use functions with multiple arguments. • Copy a formula with absolute, relative, or mixed references. • Correct or ignore error messages, as appropriate. • Select appropriate functions to perform conditional operations. • Determine when to use an absolute reference in a formula.

	• Verify that the desired values have been properly referenced within a formula • Select a data source for a chart and create, resize and modify a pie chart. • Modify chart layouts to better visualize data. • Create a table and apply table styles. • Edit and sort tables • Use the VLOOKUP function and create PivotTables.
Key Vocabulary: Spreadsheet, Workbook, Worksheet, Cell, Formula, Function, AutoFill, Range, Row, Column, Cell Reference, Chart, Sorting, Filtering, Data Validation, PivotTable, Conditional Formatting, Data Analysis, Charting, Workbook Protection	
Assessment Evidence	
Performance Tasks: **Summative(s):** 5.2.6 Skills Lab: Create and Manage Workbooks 5.3.5 Skills Lab: Organize and Enter Data 5.4.5 Skills Lab: Change Properties and Print Worksheets 5.5.6 Skills Lab: Format Cells 5.6.6 Skills Lab: Enter Simple Formulas 5.7.7 Skills Lab: Use Advanced Functions 5.8.4 Skills Lab: Display Data in Charts 5.9.5 Skills Lab: Organize Data in Tables 5.10.6 Skills Lab: Summarize Complex Data MOS Excel 2016 Exam	**Other Evidence:** **Interim(s):** 5.2.7 Challenge Lab: Create and Manage Workbooks 5.2.9 Applied Lab: Organize Budget Worksheets 5.2.10 Applied Lab: Import & Organize Research Data 5.3.6 Challenge Lab: Organize and Enter Data 5.3.8 Applied Lab: Enter Survey Results Data 5.3.9 Applied Lab: Organize Sales Data 5.4.6 Challenge Lab: Change Properties and Print Worksheets 5.4.8 Applied Lab: Prepare and Print Sales Data 5.4.9 Applied Lab: Protect a Budget Worksheet 5.5.7 Challenge Lab: Format Cells 5.5.9 Applied Lab: Camping Equipment Store 5.5.10 Applied Lab: Format a Directory 5.6.7 Challenge Lab: Enter Simple Formulas 5.6.9 Applied Lab: Cheese Shop 5.6.10 Applied Lab: Gradebook 5.7.8 Challenge Lab: Use Advanced Functions 5.7.10 Applied Lab: County Fair 5.7.11 Applied Lab: Toy Company 5.8.5 Challenge Lab: Display Data in Charts 5.8.7 Applied Lab: Stock Portfolio 5.8.8 Applied Lab: Election Results 5.9.6 Challenge Lab: Organize Data in Tables

	5.9.8 Applied Lab: Pizza Chain 5.9.9 Applied Lab: Baseball Statistics 5.10.7 Challenge Lab: Summarize Complex Data 5.10.9 Applied Lab: Muffin Café 5.10.10 Applied Lab: Hardware Store

Learning Plan

- Students will work on a self paced Learning Plan as outlined by the certification requirements. TI1(9-12)
- Analyze and relate in class learning with other classwork and daily life activities. TCC4(9-12)
- Complete individual simulations and labs that require a minimum score to proceed P3(9-12)
- Navigate the best individualized path to certification. Students will determine which path will be best for them. AA1(9-12)
- Repeat modules and learning activities as much as desired to be sure students can learn from mistakes and be prepared for the necessary certification exam.AA2(9-12)
- Students will have the opportunity to decide how many modules and certifications they would like to complete and attain. AA4(9-12)

Teacher Resources:
TestOut Learning Platform - LabSim
Certiport Testing Portal

Personal Finance CURRICULUM

	
Grade Level(s): 9-12	**Curriculum Author(s):** Devon Bares & Adam Lengyel
Course Description: Understanding and managing personal finances are key to one's future financial success. This semester-long course covers all of the essential personal finance topics necessary for students to become financially literate individuals. Topics include taxes, banking, paying for college, credit, budgeting, investing, and career planning. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation. This course is open to all grade levels, however students in grade 11-12 will be able to relate more to the content.	

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Behavioral Economics	How do your values impact your financial decision making?	Society places a lot of pressure on individuals to spend their money. It is important to take personal responsibility and determine values and behaviors that will put oneself on a path to financial success.	TCC4(9-12), CCE1(9-12), DE4(9-12), P3(9-12), AA1(9-12), AA4(9-12)
Banking	Why are banks important to personal financial security?	Banks are a vehicle that provides protection, growth and service (i.e. loans) opportunities needed to gain financial independence.	TCC4(9-12), CCE1(9-12), DE4(9-12), P3(9-12), AA1(9-12), AA4(9-12)
Investing	Why should you invest your money?	Money loses value over time. You must invest your money wisely if you want to grow your net worth over time.	TCC4(9-12), CCE1(9-12), DE4(9-12), P3(9-12), AA1(9-12), AA4(9-12)
Credit	How can credit be used responsibly?	Credit is a double edged sword. It can be helpful on your path to financial success but if it is not used wisely it can be harmful.	TCC4(9-12), CCE1(9-12), DE4(9-12), P3(9-12), AA1(9-12), AA4(9-12)
Budgeting	Why do I need a budget?	Budget provide the guardrails needed to pave the path towards financial freedom	TCC4(9-12), CCE1(9-12), DE4(9-12), P3(9-12), AA1(9-12), AA4(9-12)
Insurance	Why is insurance an important part of your financial plan?	Insurance provides protection from loss and is a necessary component to keep oneself on track.	TCC4(9-12), CCE1(9-12), DE4(9-12), P3(9-12), AA1(9-12), AA4(9-12)

Unit 1 - Behavioral Economics

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
(Saving) 9a: Explain how external influences (e.g. peers, family, or social media) can impact personal savings decisions
(Investing) 9a: Identify several behavioral biases that can result in poor investment decisions (e.g. loss aversion, mental accounting)
(Investing) 9b: Brainstorm methods for avoiding negative consequences from behavioral biases

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE4(9-12): I can work respectfully with all members of my community and support the needs of others.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that....

- Common psychological biases, such as loss aversion, confirmation bias, and overconfidence, can lead to suboptimal financial choices.
- Behavioral economics offers insights into strategies and interventions.
- Social influences, including peer pressure, societal norms, and cultural factors, can significantly impact financial behaviors and attitudes.
- Individuals can develop self-awareness, resilience, and adaptive strategies to navigate complex financial environments and improve their financial well-being.

Essential Questions:

- What role does self-control play in personal finance?
- What strategies can be used to overcome impulsive behavior and promote long-term financial stability?
- How do social norms and peer pressure impact our financial choices?
- What techniques can we use to resist societal pressures and make decisions that align with our personal financial goals?
- How does framing affect our perceptions of financial options?
- What are the psychological factors behind our attitudes towards risk?
- How can a basic understanding of behavioral economics help us navigate risk management strategies to achieve our financial objectives?

Students will know...

- How psychological biases, such as loss aversion and overconfidence, can influence their financial decision-making

Students will be able to...

- Practice making financial decisions
- Reflect on their personal values and how they can influence

processes. • That behavioral economics offers insights into why individuals may make seemingly irrational financial choices. • About various strategies and interventions derived from basic behavioral economics • That social influences can impact their financial behaviors. • The importance of self-awareness and reflection in personal finance.	their financial decisions • Explore how values differ from person to person • Explain what a cognitive bias is and how it can cause someone to make irrational decisions, particularly around money • Explore and experience a variety of cognitive biases • Define common cognitive biases humans have and explain how they might influence someone's financial decisions • Identify signs of cognitive bias • Explore steps someone can take to overcome cognitive bias
Key Vocabulary: Behavioral economics, Psychological biases, Loss aversion, Endowment effect, Self-control, Impulsive behavior, Social norms Peer pressure, Framing, Decision-making processes, Cognitive biases, Prospect theory, Anchoring, Confirmation bias, Availability heuristic Overconfidence bias, Herd mentality, Temporal discounting, Needs, Wants, Trade Offs, Opportunity Cost	
Assessment Evidence	
Performance Tasks: Student Activity Packets • Your Values and Money • Your Brain and Money • Overcoming Cognitive Biases • PLAY: Dollar Auction Game • PLAY: The Bean Game	**Other Evidence:** Interim: MOVE: Your Cognitive Biases MOVE: Your Money Values Summative: Behavioral Economics Unit Test
Learning Plan	
NGPF Semester Long Curriculum Documents • Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12) • Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE1(9-12) • Students will work with others on group projects and assignments DE4(9-12) • Self reflection assignments will be integrated to ensure that students can personalize the material P3(9-12) • Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12) • Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. AA4(9-12)	
Teacher Resources: **NGPF Semester Course**	

Unit 2 - Banking

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Saving

1a: Compare the features of regular savings accounts, money market accounts, and CDs
1b: Explain why CDs typically pay higher interest rates than regular savings accounts or interest-bearing checking accounts
2a: Select a preferred location for a savings account based on comparison of interest rates and fees at different types of financial institutions
3a: Research mobile payment account alternatives
3b: Compare and contrast the features of mobile payment accounts, cryptocurrency accounts, and checking/ savings accounts
4a: Illustrate how inflation can reduce the purchasing power of savings over time if the nominal interest rate is lower than the inflation rate
5a: Investigate the areas of financial institution operations that are subject to state and/or federal regulation and supervision
5c: Explain the importance of solvency regulation for financial institutions
9a: Explain how external influences (e.g. peers, family, or social media) can impact personal savings decisions
9b: Identify strategies to manage psychological and emotional obstacles to saving
9c: Discuss strategies for avoiding personal triggers that result in deviating from a savings plan
9d: Explain how the saving strategy “pay yourself first” can help people achieve their saving goals

Spending

1a: Identify their short-term and long-term financial goals
1b: Develop a budget to allocate current income to necessary and desired spending, including estimates for both fixed and variable expenses
3b: Analyze the cost and features of three competing products or services

Managing Credit

13a: Identify products and practices that are classified as alternative financial services
13b: Discuss the costs and benefits of using alternative financial services relative to traditional banking
13b: Discuss the costs and benefits of using alternative financial services relative to traditional banking

Earning Income

5b: Evaluate the impact of technological advances on employment and income

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that…

- There are a variety of ways they can deposit and withdraw funds from their checking account.
- There are various components of a bank statement that help us interpret where our money goes.
- A variety of criteria should be considered when comparing checking and savings account options.
- Saving money has many personal and societal benefits.
- Online banking is a necessary tool that has many benefits.
- Online banking safeguards are important to personal security.

Essential Questions:

- What are the key differences between checking and savings accounts?
- How do banks generate revenue?
- What factors should we consider when selecting a bank for our checking and savings accounts?
- What are the benefits and risks associated with various types of payment methods, such as checks, debit cards, and electronic transfers?
- How does compound interest work?

Students will know...

- What a checking account is used for
- The important criteria to consider when selecting a savings account
- The common checking and saving account fees and how to avoid them
- The consequences of being unbanked
- What an emergency fund is for and how much to save up
- What a P2P payment is
- The advantages of online and mobile banking versus traditional banking
- How to bank safely online
- The pros and cons of a cashless society

Students will be able to...

- Explain the pros and cons of opening a checking account at a credit union
- Explain the difference between a checking and savings account
- Compare different savings vehicles such as a savings account, CD, and money market account
- Explain how overdraft protection works and the impact of overdraft fees
- Compare overdraft policies at major US banks
- Explain who is typically unbanked and the reasons that they are unbanked
- Compare payroll and prepaid cards to debit and credit cards
- Explore banking status in regions across the U.S
- Identify various rules of thumb and strategies to save money
- Brainstorm short, medium and long-term savings goals
- Identify everyday obstacles Americans experience when trying to save money
- Recognize the impact of inflation on savings
- Experience simulated challenges of living paycheck to paycheck
- List the pros and cons of digital wallets
- Set up a P2P account of their choice
- Compare and contrast various peer to peer payment apps

	• Explain what online bill pay is and how recurring payments work • Enumerate the benefits of direct deposit for their paychecks • Compare and contrast various peer-to-peer payment apps

Key Vocabulary: Checking account, Savings account, Interest rate, Overdraft fee, Minimum balance, ATM (Automated Teller Machine) Debit card, Direct deposit, Online banking, Mobile banking, Routing number, Account statement, Electronic funds transfer, Bank teller Certificate of deposit (CD), Money market account, Federal Deposit Insurance Corporation (FDIC), Bankruptcy, Credit union, Wire transfer

Assessment Evidence

Performance Tasks:	Other Evidence:
Student Activity Packets: Checking Accounts Savings Accounts Beware of Banking Fees Being Unbanked Strategies to Save Challenges to Saving Digital Wallets & P2P Apps Online and Mobile Banking	Interim: CASE STUDY: Bank on This CASE STUDY: Save Me! Summative: Banking Unit Test

Learning Plan

NGPF Semester Long Curriculum Documents

- Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12)
- Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE1(9-12)
- Students will work with others on group projects and assignments DE4(9-12)
- Self reflection assignments will be integrated to ensure that students can personalize the material P3(9-12)
- Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12)
- Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. AA4(9-12)

Teacher Resources: **NGPF Semester Course**

Unit 3 - Investing

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Investing

1a: Identify their short-term and long-term financial goals

1b: Discuss how a person's risk tolerance influences their investment decisions

2a: Describe the different types of annual cash flows that can be received by investors

2b: Compare nominal annual rates of return over time on different types of investments, including cash flows and price changes

3a: Discuss the advantages and disadvantages of investing in riskier assets

3b: Investigate the long-run average rates of returns on small-company stocks, large-company stocks, corporate bonds, and Treasury bonds

4a: Describe the impact of inflation on prices over time

5a: Describe factors that influence the prices of financial assets

5b: Predict what could happen to the price of a stock if new information is reported about the company or its products

5c: Discuss how economic downturns that result in high unemployment can affect the prices of financial assets

6a: Recommend portfolio allocation between major asset classes for a short-term goal versus a long-term goal

6b: Discuss the pros and cons of investing in a diversified mutual fund versus investing in a small number of individual stocks

6c: Suggest an appropriate asset allocation for a very risk averse person versus a very risk tolerant person

6d: Explain how target date retirement funds reallocate investments over time to meet their investment objective

7a: Discuss how the expenses associated with buying and selling investments can impact rates of return and investment outcomes

7b: Compare the expense ratios for several mutual funds

7c: Explain why an actively managed mutual fund usually has a higher expense ratio than an index fund

8b: Describe the advantages of investing through a tax deferred account such as an IRA or 401(k) versus a taxable account

8c: Investigate the contribution limits and tax advantages of a traditional IRA versus a Roth IRA

10b: Describe the importance of having multiple sources of income in retirement, such as Social Security, employer sponsored retirement plans, and personal investments

10d: Report the average benefit paid to a retiree living on Social Security today

Spending

13a: Explain why investors often compare portfolio performance to a benchmark such as the S&P 500 Index

13b: Research the composition of the most popular benchmark indices and compare their recent performance

13c: Discuss the advantages of investing in an exchange traded fund (ETF) that tracks a market index rather than investing in actively managed mutual funds or individual stocks and bonds

Earning Income
1d: Examine the benefits of participating in employer sponsored retirement savings plans and healthcare savings plans
10c: Explain the importance of participating in employer sponsored retirement plans, when available, and contributing enough to qualify for the maximum employer match

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE4(9-12): I can work respectfully with all members of my community and support the needs of others.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that…

- The differences between saving and investing
- Compounding builds wealth over time
- Why it can be difficult to predict trends in the stock market
- There are various factors that can influence bond prices such as interest rates
- What a stock split is and how it impacts investors who own that stock
- What risk is and its role in investing
- What a fund is and how investing in one can create a more diversified investment portfolio
- What a brokerage account is and how to open one
- What Social Security is and why most Americans cannot rely on Social Security alone for retirement
- What a 401(k) plan is and its advantages

Essential Questions:

- How do concepts such as risk, return, diversification, and liquidity influence our investment decisions?
- What are the main types of investment vehicles available to individuals?
- What factors should we consider when choosing investments that align with our financial goals and risk tolerance?
- What role does "time horizon" play in determining asset allocation and investment selection?
- What are the potential benefits and drawbacks of actively managed versus passively managed investment strategies?
- How can we develop and implement an investment plan to achieve long-term financial success?

Students will know...

- What the stock market is and why companies and investors choose to participate in the stock market
- What stocks are and how they can make money from investing in them
- What a bond is and the pros and cons of investing in bonds
- The difference between active investing and passive investing

Students will be able to...

- Define investing and distinguish it from saving and trading
- Identify reasons for investing, including outpacing inflation
- Experience making a variety of investment decisions through an interactive simulation
- Summarize long-term trends in the stock market
- Identify ways to minimize risk when investing in stocks

• How investing can be a powerful tool to meet their retirement goals • The options available to them if an employer does not offer a 401(k) plan • How to compare different types of retirement accounts, including Roth IRAs, traditional IRAs, 401(k)s, and pensions • How artificial intelligence (AI) is changing the investing landscape	• Read a stock quote and evaluate a stock's performance over time • Identify the differences between an individual bond and a bond fund • Read a bond fund fact sheet • Analyze effective strategies to manage investment risk such as investing early, diversification, and dollar cost averaging • Calculate the impact of using dollar cost averaging in hypothetical scenarios and by using the real historical performance of an index fund • Arrange companies to create a diversified mutual fund • Identify strategies recommended for a beginner investor and explain why these strategies may be beneficial • Explore their own risk tolerance through a worksheet • Experience making a variety of investment decisions through an interactive simulation • Explain what retirement means through a financial lens • Explore factors that can impact how much they might need in retirement and their ability to meet their retirement savings goal • Discuss the function and growth of robo-advising, along with its relationship with human investment managers • Explain the function, pros, and cons of micro-investing • Compare modern investing tools
Key Vocabulary: Stocks, Bonds, Mutual funds, Exchange-Traded Funds (ETFs), Asset allocation, Diversification, Risk tolerance Portfolio, Capital gains, Dividends, Index funds, Volatility, Market volatility, Bull market, Bear market, Investment horizon, Compound interest Brokerage account, Stock market, Investment risk	
Assessment Evidence	
Performance Tasks: Student Activity Packets: Why Should I Invest? What is the Stock Market? What is a Stock? What is a Bond? Managing Risk Investing in Funds	**Other Evidence:** Interim: INTERACTIVE: Invest with STAX! INTERACTIVE: What's the S&P 500? PROJECT: Joining the Market Summative: Investing Unit Test

Start Investing The Importance of Investing for Retirement How to Invest for Retirement	

Learning Plan

NGPF Semester Long Curriculum Documents

- Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12)
- Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE1(9-12)
- Students will work with others on group projects and assignments DE4(9-12)
- Self reflection assignments will be integrated to ensure that students can personalize the material P3(9-12)
- Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12)
- Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. AA4(9-12)

Teacher Resources: NGPF Semester Course

Unit 4 - Credit

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Managing Credit
1a: Explain how credit card grace periods, methods of interest calculation and fees affect borrowing costs
1b: Compare the cost of borrowing $1,000 using consumer credit options that differ in rates and fees
2a: Give examples of unsecured and secured loans
2c: Compare what happens if a borrower fails to make required payments on a secured loan, such as an auto loan or a home mortgage, versus failing to pay a credit card account
3b: Differentiate between adjustable-rate and fixed-rate mortgages
3c: Compare monthly mortgage payments for loans that differ in repayment period, amount borrowed, and interest rate
6a: Identify examples of loans that may require down payment
6c: For a specified loan amount, compare the monthly loan payment with a 10% down payment versus a 20% down payment
8b: Explain how a borrower's credit score can impact their cost of credit and their ability to get credit
10a: Describe how failing to repay a loan can negatively impact a person's finances and life
10c: Create a plan for a person who is having difficulty repaying debt
13a: Identify products and practices that are classified as alternative financial services
13b: Discuss the costs and benefits of using alternative financial services relative to traditional banking
13c: Explain how using payday loans can cause a cycle of debt

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE4(9-12): I can work respectfully with all members of my community and support the needs of others.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...
- There are three basic components of lines of credit: principal, interest rate, and term
- How interest is charged and how to avoid or minimize it

Essential Questions:
- What are the different types of credit available to consumers?
- How does our creditworthiness impact our ability to access credit and borrow money?

• There are differences between debit, prepaid debit, and credit cards • There are many different types of loans. • Credit reports and scores can have a measurable effect on livelihood • There are different strategies to start building credit	• What steps can we take to establish, build, and maintain credit history? • What are the common pitfalls and risks associated with using credit? • What factors contribute to the calculation of interest rates on credit products? • How can we effectively manage our credit obligations to reduce debt and improve our financial well-being over time?
Students will know… • What net worth means and how it is calculated • Why a person may need or want to use credit • How a credit card works in terms of making purchases and managing payments • Why a person may need or want to use credit • How a credit card works in terms of making purchases and managing payments • What a payday loan is and how it can cause users to fall into a cycle of debt • How interest-bearing credit accounts impact a person's ability to manage debt • Often credit reports are used • How to address errors on a credit report • What a credit score is and how one is calculated • How long it takes to establish a credit score	**Students will be able to...** • Identify the major types of credit and their characteristics • Identify at least 3 ways a young adult can gain access to a credit card, even before they are 21 • Read a Schumer Box • Interpret data to understand what types of debt the average American household has • Differentiate between amortized installment loans and revolving credit lines • Read an amortization table and understand how the payments are structured • Calculate how much an auto loan will cost given special offers as well as standard factors such as down payment, APR, and term • Compare auto loan offers and decide how they fit within your budget • Explain what a mortgage is and why most Americans require one to finance a home • Use a mortgage calculator to explore how downpayment, credit score, interest rate, and term all impact the total cost of buying a home • Distinguish between fixed- and adjustable-rate mortgages • Identify what financial need payday lenders are meeting and why consumers use payday loans • Compare the price of borrowing money using various loan and credit products • Critique the actions of someone who found themselves in problematic debt • Assess multiple strategies to reduce or eliminate debt

	• Compare when late payments become troublesome and the potential consequences for late payments of different types of debt • Summarize the content and purpose of a credit report • Analyze a credit report • Compare the percentage of people in different credit score bands • Analyze the different methods available to view their credit score • Critique different credit score scenarios and formulate a plan on how to improve credit scores • Analyze reasons why it's important to establish credit early in life • Compare the impact of different credit scores when taking out different types of loans
Key Vocabulary: Credit score, Credit report, Credit history, Creditworthiness, Credit utilization ratio, FICO score, Credit card Annual percentage rate (APR), Minimum payment, Credit limit, Secured credit card, Unsecured credit card, Revolving credit Installment loan, Interest rate, Late payment fee, Credit counseling, Credit bureau, Default, Debt consolidation	
Assessment Evidence	
Performance Tasks: Student Activity Packets: Intro to Credit Young People & Credit Cards Using Credit Cards Wisely Loan Fundamentals Auto Loans Mortgages Predatory Lending Debt Management Your Credit Report Your Credit Score Building Credit from Scratch	**Other Evidence:** Interim: CASE STUDY: Gimme Some Credit CASE STUDY: Payday Loan, Bankruptcy...What Should I Do? CASE STUDY: A Tale of Two Credit Scores Summative: Credit Unit Test
Learning Plan	
NGPF Semester Long Curriculum Documents	

- Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12)
- Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE1(9-12)
- Students will work with others on group projects and assignments DE4(9-12)
- Self reflection assignments will be integrated to ensure that students can personalize the material P3(9-12)
- Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12)
- Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. AA4(9-12)

Teacher Resources: **NGPF Semester Course**

Unit 5 - Insurance

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Managing Risk

1a: Discuss whether a premium paid to insure against a crash that never happens is wasted

1b: Analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance

2b: Recommend types of insurance needed by people with different characteristics

3b: Discuss why most states mandate auto liability coverage

3c: Research the minimum auto liability insurance required in the state they live in and whether it is sufficient to cover typical auto accident financial losses

4a: Research factors that result in lower auto insurance premiums

4b: Explain why taking a safe driving course can lower a driver's auto insurance premium

4c: Discuss the pros and cons of buying an auto insurance policy with a higher deductible

5a: Discuss the advantages of obtaining health insurance coverage through an employer plan versus buying private insurance or being uninsured

5b: Analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance

5c: Estimate the effect on different health insurance deductibles and coinsurance rates on out-of-pocket medical costs

7a: Explain the primary types of losses covered by auto, homeowner's, and renter's insurance policies

7b: Describe situations where someone may be liable for injuries or damages to another person or their property

8a: Explain how a person's death can result in financial losses to others

8b: Discuss the benefits and costs of purchasing life insurance on the primary earners in a household

9b: Compare the Medicare and Medicaid programs based on who they cover and how they are funded

12a: Evaluate the costs and benefits of buying an extended warranty on a specific item (e.g. cellphone, laptop, or vehicle) considering the likelihood of product failure, cost of replacing the item, and price of the warranty

12b: Explain how extended warranties or service contracts are similar to and different from insurance

Saving

5a: Investigate the areas of financial institution operations that are subject to state and/or federal regulation and supervision

7d: Explain the benefits of saving money in a health savings account for individuals with high-deductible health plans

Earning Income

1d: Examine the benefits of participating in employer sponsored retirement savings plans and healthcare savings plans

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
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AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- Insurance is a financial tool designed to protect individuals and families from the financial consequences of unexpected events.
- Insurance policies can be complex and it is important to understand what is stated in the policy.
- Insurance premiums can differ significantly between individuals and there are a variety of factors used by insurance companies to determine premiums.
- Insurance policies have various features, including deductibles, coverage limits, and exclusions, which can impact the cost and scope of coverage.
- Insurance plays a crucial role in financial planning.

Essential Questions:

- What are the primary types of insurance coverage available to individuals?
- How do insurance premiums, deductibles, and coverage limits vary across different insurance policies?
- What factors should we consider when selecting insurance coverage?
- What is the role of risk assessment in determining insurance premiums?
- How does the claims process work when filing an insurance claim?
- How can we assess our insurance needs and develop a comprehensive insurance strategy?

Students will know...

- How everyone risks financial loss and how insurance shares that risk
- How the insurance industry uses risk pooling and math to provide insurance coverage and make a profit
- Why it is valuable to have insurance, regardless of whether you own or rent a home
- How health insurance works and the different types of plans available to them
- The pros and cons of enrolling in employer-sponsored health plans vs individual plans from the Marketplace

Students will be able to...

- Identify factors that impact insurance premiums and the relationship between premiums, deductibles, and coverage limits
- Explain a deductible, out-of-pocket expenses, and what insurance will pay for in different situations
- List factors that determine auto insurance premiums
- Distinguish the similarities and differences between renters and homeowners insurance
- Identify the various costs affiliated with having health insurance
- Explore steps they can take to lower their medical costs
- Understand how government healthcare programs like Medicaid, CHIP, and Medicare work and who qualifies for them
- Investigate health insurance policies and eligibility in their states
- Explain how pet insurance works and how it compares to human

	health insurance • Differentiate between short- and long-term disability insurance • Decide when a life insurance policy is appropriate and how to select the best type for their needs
Key Vocabulary: Insurance policy, Premium, Deductible, Coverage limit, Policyholder, Insurer, Beneficiary, Claim, Underwriting, Risk assessment Actuary, Exclusion, Copayment, Coinsurance, Policy term, Renewal, Policyholder's equity, Umbrella insurance, Term life insurance, Whole life insurance	
Assessment Evidence	
Performance Tasks: Student Activity Packets: Intro to Insurance Auto Insurance Renters & Homeowners Insurance How Health Insurance Works How to Access Health Insurance Other Types of Insurance	**Other Evidence:** Interim: CASE STUDY: Fender Bender Frenzy! CASE STUDY: Like a Good Neighbor, Noelle Is There Summative: Insurance Unit Test
Learning Plan	
NGPF Semester Long Curriculum Documents • Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12) • Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE1(9-12) • Students will work with others on group projects and assignments DE4(9-12) • Self reflection assignments will be integrated to ensure that students can personalize the material P3(9-12) • Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12) • Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. AA4(9-12)	
Teacher Resources: NGPF Semester Course	

Unit 6 - Budgeting

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Investing
4a: Describe the impact of inflation on prices over time
Earning Income
7c: Differentiate between gross, net and taxable income
Managing Credit
6a: Identify examples of loans that may require down payments
6b: Given the price of a home, estimate the amount of down payment required
Spending
1a: Identify their short-term and long-term financial goal
1b: Develop a budget to allocate current income to necessary and desired spending, including estimates for both fixed and variable expenses
1c: Explain methods for adjusting a budget for unexpected expenses or emergencies
1d: Evaluate the advantages of using budgeting tools, such as spreadsheets or apps
2b: Describe a process for making an informed consumer decision
4a: List different ways retailers advertise the prices of their products
4b: Describe how inflation affects purchase decisions and the price of goods and services
6a: Identify financial and personal reasons that younger adults often choose to rent a home instead of buying
6b: Compare the short-term and long-term costs and benefits of renting versus buying a home in their city of residence

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
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AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...
- Budgeting helps them track their income and expenses, prioritize spending, and achieve their financial goals.
- Budgeting teaches them to allocate their resources wisely by

Essential Questions:
- What is the importance of creating and following a budget?
- What are the key components of a budget?
- How can we track and categorize our financial transactions to

prioritizing needs over wants. ● A budget is a dynamic tool that requires regular adjustments and discipline to maintain. ● Saving regularly is essential for financial security and future planning. ● Budgeting teaches how to manage debt responsibly by avoiding excessive borrowing and paying off existing debt systematically.	create an accurate and realistic budget? ● How can we differentiate between fixed expenses and variable expenses in our budget? ● What strategies can we use to stick to a budget and show financial restraint? ● What are the potential benefits of using budgeting tools and apps to manage our finances? ● How can technology assist us in the budgeting process? ● How can we develop effective budgeting strategies for achieving short-term goals (e.g., saving for a vacation) and long-term goals (e.g., buying a home, retirement planning)?
Students will know... ● The difference between gross pay and net pay ● How to research and choose appropriate budgeting apps to meet specific needs ● How to create a budget on a salaried adult's income and adjust it as required ● How inflation affects one's ability to budget for food ● How to compare the popularity of various transportation methods in the United States	**Students will be able to...** ● Describe the purpose of a budget ● Classify expenses as needs and wants ● List the different categories of expenses ● Explain how four different budgeting strategies work ● Weigh the pros and cons of each budgeting strategy ● Prioritize many factors when deciding where to live ● Identify ways to reduce their transportation costs ● Understand the financial implications and overall tradeoffs of using different transportation options ● Estimate the costs of buying food ● Detail strategies for lowering a dining out budget
Key Vocabulary: Income, Expenses, Budget, Fixed expenses, Variable expenses, Discretionary spending, Savings, Emergency fund, Debt repayment, Net income, Gross income, Budget surplus, Budget deficit, Financial goals, Envelope system, Zero-based budgeting, Budget tracker, Budget categories, Financial planner, Financial literacy	
Assessment Evidence	
Performance Tasks: Student Activity Packets: Budgeting Basics Budgeting Strategies Budgeting for Housing Budgeting for Transportation Budgeting for Food Build Your Budget	**Other Evidence:** Interim: CASE STUDY: How Do I Budget? PROJECT: Budgeting with Roommates Summative: Budgeting Unit Test

Learning Plan
NGPF Semester Long Curriculum Documents ● Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12) ● Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE1(9-12) ● Students will work with others on group projects and assignments DE4(9-12) ● Self reflection assignments will be integrated to ensure that students can personalize the material P3(9-12) ● Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12) ● Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. AA4(9-12)
Teacher Resources: NGPF Semester Course

ADVANCED PLACEMENT EUROPEAN HISTORY CURRICULUM

This curriculum was developed using the A.P. European History Course Framework from College Board



Grade Level(s): 10-12

Curriculum Author(s): Rebecca Trzaski

Course Description:
AP European History is a challenging college-level course that is structured around the investigation of five course themes in four different chronological periods from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires students to master nine historical thinking skills. During the year, students will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, students will be provided with exposure to both factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. Students will be examining how people have thought about and written about historical events over the course of time. Students will also be provided with the opportunity to develop their analytical and interpretive writing skills, practicing short-answer questions as well as document based and long-essay questions.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Period 1: From Renaissance to Early Modern, ca. 1450 - 1648	What new ideas, technologies, reforms, and interactions occurred between 1450 and 1648, and what impact did these changes have on societies?	The Renaissance, Age of Conquest, & Protestant Reformation significantly impacted the lives of Europeans and shaped their interactions with the world.	**TCC2(9-12)**, **CCE4(6-8)**, **P3(9-12), TI1(9-12)**
Period 2: Early Modern Transformations, ca. 1648-1815	What new ideas, technologies, reforms, and interactions occurred between 1648 and 1815, and what impact did these changes have on societies?	The Scientific Revolution and Industrialization led to a revolution in thought that impacted the lives of Europeans, and how they viewed the role of government.	**TCC2(9-12)**, **CCE4(6-8)**, **P3(9-12), TI1(9-12)**
Period 3: The Long Nineteenth Century, ca. 1815-1914	What new ideas, technologies, reforms, and interactions occurred between 1815 and 1914, and what impact did these changes have on societies?	Militarization and new imperialism led to a new sense of globalization culminating in world war.	**TCC2(9-12)**, **CCE4(6-8)**, **P3(9-12), TI1(9-12)**
Period 4: The Twentieth Century & Beyond, ca. 1914 to present	What new ideas, technologies, reforms, and interactions occurred between 1914 and the present, and what impact did these changes have on societies?	World conflicts and decolonization set the groundwork for the relationships and conflicts between countries today.	**TCC2(9-12)**, **CCE4(6-8)**, **P3(9-12), TI1(9-12)**

Unit 1 - Period 1: From Renaissance to Early Modern, ca. 1450-1648

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **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.His.1.a.** Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration.
- **MW.His.8.a.** Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented.
- **MW.Geo.6.a.** Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world.
- **MW.Eco.5.a.** Describe how the Atlantic system affected global trade through cultural diffusion and competition.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12)**: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.

Understandings: Students will understand that...

- The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural and social effects on European and world societies.
- Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.
- European states and nations developed governmental and civil institutions from 1450 to the present to organize society and

Essential Questions:

- What was the context of the Renaissance and Age of Discovery and how did they impact the world?
- In what context and why did the religious, political, and cultural developments of the 16th and 17th centuries take place? How did they impact society?
- What were the economic, social, and cultural impacts of European colonial expansion and development of trade networks?

consolidate political power, with a variety of social, cultural, and economic effects. ● Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies. ● Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects.	
Students will know... ● The rediscovery of works from ancient Greece and Rome, spread by the printing press, as well as discovery of the New World and observation of the natural world changed many Europeans' views of their world. ● European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. ● The struggle for sovereignty within and among states resulted in varying degrees of political centralization. ● In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing "naturalism" in the artistic world, and often the newly invented technique of geometric perspective. ● The Northern Renaissance retained a more religious focus, which resulted in more human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation. ● Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power. ● New monarchies laid the foundation for the centralized modern state by establishing monopolies on tax collection, employing military force, dispensing justice, and gaining the right to determine the religion of their subjects in order to promote	**Students will be able to...** ● Identify a historical concept, development, or process ● Identify and describe a historical context for a specific historical development or process. ● Explain a historical concept, development, or process. ● Identify patterns among or connections between historical developments and processes. ● Identify and describe a claim and/or argument in a text-based or non-text-based source. ● Identify the evidence used in a source to support an argument. ● Make a historically defensible claim. ● Identify the source's point of view, purpose, historical situation, and/or audience. ● Support an argument using specific and relevant evidence. ○ Describe specific examples of historically relevant evidence. ○ Explain how specific examples of historically relevant evidence support an argument.

political and economic interests. ● Religious pluralism challenged the concept of a unified Europe. ● Reformers Martin Luther and John Calvin criticized Catholic abuses and established new interpretations of Christian doctrine and practice, spreading their ideas using the printing press. Responses to Luther and Calvin included religious radicals, such as the Anabaptists, as well as other groups such as the German peasants. ● Religious conflicts became a basis for challenging the monarchs' control of religious institutions. ● Established hierarchies of class, religion, and gender continued to define social status and perceptions in rural and urban settings. ● Social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals. ● Local and church authorities continued to enforce communal norms through rituals of public humiliation. ● Reflecting folk ideas and social economic upheaval, accusations of witchcraft peaked between 1580 and 1650. ● Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires. ● European states sought direct access to gold, spices, and luxury goods to enhance personal wealth and state power. ● The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas. ● Christianity was a stimulus for exploration as governments and religious authorities sought to spread the faith, and for some it served as a justification for the subjugation of indigenous civilizations. ● Europe's colonial expansion led to a global exchange of goods, flora, and fauna; a shift toward European dominance; and the expansion of the slave trade. ● Innovations in banking and finance promoted the growth of urban financial centers and a money economy. ● As Western Europe moved toward a free peasantry and	

commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates. ● The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasantry led to revolt. ● Migrants to the cities challenged the ability of merchant elites and craft guilds to govern, and strained resources. ● From the late 16th century on, Europeans responded to economic and environmental challenges, such as the Little Ice Age, by delaying marriage and childbearing. This European marriage pattern restrained population growth and ultimately improved the economic condition of families.	

Key Vocabulary:
TERMS: Renaissance, humanism, Christian humanism, Protestant Reformation, vernacular, indulgence, religious pluralism, Anabaptists, predestination, Huguenots, Edict of Nantes, Catholic Counter Reformation, Council of Trent, Jesuits, Spanish Inquisition, politiques, new monarchs, Peace of Augsburg, Union of Utrecht, Peace of Westphalia, secularism, Treaty of Tordesillas, Columbian Exchange, Middle Passage

PEOPLE: Petrarch, Machiavelli, Baldassare Castiglione, Michelangelo, Donatello, Raphael, Brunellschi, Da Vinci, Peter the Elder, Rembrandt, El Greco, Martin Luther, John Calvin, Ferdinand & Isabella of Spain, Catherine de Medici, Henry IV of France, Charles V, Hapsburgs, Henry VIII of England, Elizabeth I of England, Michel de Montaigne, Shakespeare

Assessment Evidence	
Performance Tasks: ● Multiple Choice Question response **TCC2(9-12), P3(9-12)** ● Long Essay Question responses **TCC2(9-12), CCE4(9-12), P3(9-12)**	**Other Evidence:** ● Classroom Discussion of Required Readings **CCE4(9-12)** ● Map Activity **P3(9-12)** ● Tier 3 Vocabulary assessments **TI1(9-12)** ● Short Answer Question based on primary or secondary source excerpt **TCC2(9-12)** ● Short Answer Question without stimulus **P3(9-12)**

Learning Plan

- How to use a textbook to effectively prepare for class **TI1(9-12), P3(9-12)**
- How to take notes in class **TI1(9-12), P3(9-12)**
- Establishing a study plan **TI1(9-12), P3(9-12)**
- How to provide context for your claim **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to write a claim with a line of reasoning in response to a prompt **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to organize arguments to support a line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to incorporate multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to demonstrate an understanding of alternate viewpoints, and offer a rebuttal or refutation **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Strategies for responding to multiple choice prompts **TCC2(9-12), P3(9-12)**

Teacher Resources: McKay's *A History of Western Civilization*, 13th edition; Released prompts from College Board

Unit 2 - Early Modern Transformations, ca. 1648-1815

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.Inq.4.c.** Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
- **MW.His.1.b.** Evaluate how the Enlightenment and Scientific Revolution shaped institutions in society.
- **MW.His.2.a.** Analyze how the diffusion of Enlightenment ideas influenced revolutions.
- **MW.His.1.c.** Evaluate the extent to which political and social change was advanced by women in the Enlightenment and Scientific Revolution.
- **MW.Civ.2.a.** Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12)**: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.

Understandings: Students will understand that... ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe. ● Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, which has, in turn, affected both the individual and society. ● Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. ● Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies. ● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	**Essential Questions:** ● In what context did different forms of political power develop and change from 1648 to 1815 and what were their economic, social, and cultural impacts? ● How and why did political, scientific and religious developments challenge or reinforce the idea of a unified Europe from 1648 to 1815? ● How did the understanding of the natural world develop and change during the Scientific Revolution and the Enlightenment? What were the societal impacts? ● What factors contributed to demographic changes from 1648 to 1815, and what were the consequences of such changes?
Students will know... ● The struggle for sovereignty within and among states resulted in varying degrees of political centralization. ● Absolute monarchies limited the nobility's participation in	**Students will be able to…** ● Identify and describe a historical context for a specific historical development or process. ● Explain a historical concept, development, or process.

governance but preserved the aristocracy's social position and legal privileges. ● Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of public opinion. ● Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms. ● The arts moved from the celebration of religious themes and royal power to an emphasis on private life and public good. ● The consumer revolution of the 18th century was shaped by a new concern for privacy and encouraged the purchase of new goods for homes, creating new venues for leisure activities as well as a worldwide economic network. ● In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism. ● By 1800, most governments in western and central Europe had extended toleration to Christian minorities and, in some cases, civil equality to Jews. ● The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. ● The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes, leading people to question the authority of the ancients and traditional knowledge. ● Religion was viewed increasingly as a matter of private rather than public concern. ● The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products. ● The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe. ● The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or	● Identify patterns among or connections between historical developments and processes. ● Explain the point of view, purpose, historical situation, and/or audience of a source. ● Identify and describe a claim and/or argument in a text-based or non-text-based source. ● Support an argument using specific and relevant evidence. ○ Describe specific examples of historically relevant evidence. ○ Explain how specific examples of historically relevant evidence support an argument. ● Explain how claims or evidence support, modify, or refute a source's argument. ● Explain how a historical development or process relates to another historical development or process. ● Explain how a specific historical development or process is situated within a broader context. ● Use historical reasoning to explain relationships among pieces of historical evidence. ● Compare the arguments or main ideas of two sources.

workshop owners. ● The development of the market economy led to new financial practices and institutions. ● In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, the balance between population and the food supply stabilized, resulting in steady population growth. ● As infant and child mortality decreased, and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort. ● Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families. ● Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power. ● Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples. ● The competitive state system led to new patterns of diplomacy and new forms of warfare. ● Advances in military technology led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy. New military techniques and institutions (i.e. the military revolution) tipped the balance of power toward states able to marshal sufficient resources for the new military environment. ● The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises. The Revolution had lasting political, social, and economic impacts. ● Napoleon’s expanding empire created nationalist responses throughout Europe.	

Key Vocabulary:
TERMS: Thirty Years War, Peace of Westphalia, Baroque Art, mercantilism, laissez-faire economics, economic liberalism, Fronde, Divine Right of Kings, War of Spanish Succession, Peace of Utrecht, constitutionalism, republicanism, Dutch Republic, English Civil War, The Restoration, Glorious Revolution, deism, Rococo Art, enlightened absolutism, Pragmatic Sanction, Commercial Revolution, joint-stock company, Enclosure Movement, putting-out system, economic liberalism, empiricism, skepticism, human reason, rationalism, atheism, consumer revolution, Seven Years War, Declaration of Pillnitz, Thermidorian Reaction, Congress of Vienna

PEOPLE: Bernini, Peter Paul Rubens, Jean Baptiste Colbert, Junkers, Ivan III, Ivan IV, Peter the Great, Louis XIV, James I, Charles I, Oliver Cromwell, Nicholas Copernicus, Galileo, Isaac Newton, Vesalius, Harvey, Descartes, Bacon, Keppler, John Locke, Montesquieu, Voltaire, Diderot, Wollstonecraft, Rousseau, Hume, Adam Smith, Catherine the Great, Hapsburgs, Maria Theresa, Joseph II, jansenists, Methodists, Jacobins, Napoleon, The Directory, Toussaint L'Ouverture

Assessment Evidence

Performance Tasks:
- Multiple Choice Question response **TCC2(9-12), P3(9-12)**
- Long Essay Question responses **TCC2(9-12), CCE4(9-12), P3(9-12)**

Other Evidence:
- Classroom Discussion of Required Readings **CCE4(9-12)**
- Tier 3 Vocabulary assessments **TI1(9-12)**
- Short Answer Question based on primary or secondary source excerpt **TCC2(9-12)**
- Short Answer Question without stimulus **P3(9-12)**

Learning Plan

- Contextualizing a claim **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Writing a claim with a line of reasoning in response to a prompt **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Organizing arguments to support a line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Incorporating multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Demonstrating an understanding of alternate viewpoints, and offer a rebuttal or refutation **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Strategies for responding to multiple choice prompts **TCC2(9-12), P3(9-12)**
- Evaluating and adjusting study plans **TI1(9-12), P3(9-12)**

Teacher Resources: McKay's *A History of Western Civilization*, 13th edition; Released prompts from College Board

Unit 3 - Period 3: The Long Nineteenth Century, ca. 1815-1914

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **MW.His.5.a.** Analyze how industrialization gave rise to new ideals and their related policies.
- **MW.His.14.a.** Analyze multiple and complex causes and effects of industrialization.
- **MW.Geo.10.a.**Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use.
- **MW.Eco.4.a.** Evaluate the extent to which competition for access to resources existed during industrialization.
- **MW.His.14.b.** Analyze how the Industrial Revolution impacted the balance of power among nations.
- **MW.Eco.1.a.** Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups.
- **MW.His.1.d.** Evaluate how imperialism was shaped by rivalries between industrialized nation-states for political and economic power.
- **MW.His.4.a.** Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies.
- **MW.Geo.7.a.** Analyze how historical events during imperialism influenced migration patterns and population distribution.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12)**: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.

Understandings: Students will understand that...

- Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects.
- Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development

Essential Questions:

- In what context did industrialization originate, develop, and spread in Europe?
- How did innovations and advances in technology during the Industrial Revolution lead to economic, political and social change?

and interactions, having both intended and unintended consequences. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, which has, in turn, affected both the individual and society. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe. ● Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.	● How and why did different intellectual and artistic developments challenge the political and social order from 1815 to 1914? How did governments respond? ● How did nationalist and imperialist movements influence European and global stability?
Students will know... ● The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. ● Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses. ● A combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship, accounted for eastern and southern Europe's lag in industrial development. ● Mechanization and the factory system became the predominant	**Students will be able to...** ● Explain how a specific historical development or process is situated within a broader historical context. ● Explain a historical concept, development, or process. ● Identify patterns among or connections between historical developments and processes. ● Compare the arguments or main ideas of two sources. ● Explain how a historical development or process relates to another historical development or process. ● Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ○ Explain a nuance of an issue by analyzing multiple

modes of production by 1914. ● New technologies and means of communication and transportation - including railroads - resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network. ● New, efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced quality of life. ● During the second industrial revolution (ca. 1870-1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity. ● Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, lower infant mortality and consumerism. ● Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes. ● With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities. ● Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women. ● By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class. ● Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes. ● Political movements and social organizations responded to problems of industrialization. ● European states struggled to maintain international stability in an age of nationalism and revolutions.	variables. ○ Explain relevant and insightful connections within and across periods. ○ Explain the relative historical significance of a source's credibility and limitations. ○ Explain how or why a historical claim or argument is or is not effective. ● Explain the point of view, purpose, historical situation, and/or audience of a source. ● Explain the significance of a source's point of view, purpose, historical situation and/or audience, including how these might limit the use(s) of a source.

• European ideas and culture expressed a tension between objectivity and scientific realism on one hand and subjectivity and individual expression on the other. • Militarism, Imperialism, the alliance system, and nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.	

Key Vocabulary:
TERMS: Industrial Revolution, Factory Acts, Mines Act of 1842, Combination Acts, Congress of Vienna, The Concert of Europe, Karlsbad Decrees, 19th century liberalism, laissez faire economics, conservatism, nationalism, socialism, Marxism, bourgeoisie, proletariat, Revolutions of 1848, Romanticism, realism, Corn Laws, Peterloo Massacre, utilitarianism, germ theory, professionalization, labor aristocracy, middle class, working class, Social Darwinism, Risorgimento, Zollverien, Realpolitik, Dumas, Russian Revolution 1905, kulturkampf, Reichstag, Dreyfus Affair, First Wave Feminism, Zionism, First International, Marxist revisionism, Opium Wars, New Imperialism, Berlin Conference, Boer War, Fashoda Incident, Crimean War, positivism

PEOPLE: David Ricardo, Thomas Malthus, Luddites, Prince Metternich, Holy Alliance, Charles Fourier, Robert Owens, Adam Smith, Karl Marx, Wordsworth, Delacroix, Casper David Friedrich, Beethoven, Louis XVIII, Charles X, Louis Phillipe, Louis Napoleon, Louis Pastuer, Joseph Lister, Napoleon III, Emile Durkheim, Charles Darwin, Emile Zola, Count Cavour, Garibaldi, Otto von Bismarck, Alexander II, Alexander III, Nicholas II, Benjamin Disraeli, Sun Yet Sen

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Multiple Choice Question response **TCC2(9-12), P3(9-12)** • Document Based Question responses **TCC2(9-12), CCE4(9-12), P3(9-12)** • Long Essay Question responses **TCC2(9-12), CCE4(9-12), P3(9-12)**	• Classroom Discussion of Required Readings **CCE4(9-12)** • Tier 3 Vocabulary assessments **TI1(9-12)** • Short Answer Question based on primary or secondary source excerpt **TCC2(9-12)** • Short Answer Question without stimulus **P3(9-12)**

Learning Plan

- Contextualizing a claim **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Writing a claim with a line of reasoning in response to a prompt **TCC2(9-12), CCE4(9-12), P3(9-12)**

- Organizing arguments to support a line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Incorporating multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to use a source's author, audience, or context to strengthen your argument **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Demonstrating an understanding of alternate viewpoints, and offer a rebuttal or refutation **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Strategies for responding to multiple choice prompts **TCC2(9-12), P3(9-12)**
- Evaluating and adjusting study plans **TI1(9-12), P3(9-12)**

Teacher Resources: McKay's *A History of Western Civilization*, 13th edition; Released prompts from College Board

Unit 4 - Period 4: The Twentieth Century and Beyond

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.His.1.e.** Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century.
- **MW.His.1.f.** Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust.
- **MW.His.1.g.** Evaluate how resistance movements and decolonization were shaped by postWorld War II circumstances and broader historical contexts.
- **MW.Civ.12.a.** Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels.
- **MW.His.4.b.** Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era.
- **MW.Civ.14.b.** Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments.
- **MW.Eco.14.a.** Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12)**: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.

Understandings: Students will understand that...

- European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.
- Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.

Essential Questions:

- In what context did global conflict develop in the 20th century?
- How did the events of the first half of the 20th century challenge existing social, cultural, and intellectual understandings?
- How and why did European society change from the period following WWI to the present?
- How did economic challenges and ideological beliefs influence prior conceptions about the relationship between the individual and the state?

• Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies. • Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. • Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe. • The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. • Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, which has, in turn, affected both the individual and society.	• How did technology and innovation affect the course of the 20th century? • What were the various ways in which colonial groups around the world sought independence from colonizers in the 20th and 21st centuries?
Students will know... • Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at a transnational union. • The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism. • During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. • Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of	**Students will be able to...** • Explain how a historical development or process relates to another historical development or process. • Explain how a specific historical development or process is situated within a broader historical context. • Explain a historical concept, development, or process. • Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source. • Identify patterns among or connections between historical developments and processes. • Explain the point of view, purpose, historical situation, and/or audience of a source. • Support an argument using specific and relevant evidence. ○ Describe specific examples of historically relevant

freedom and justice altered the experiences of everyday life. ● The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires. ● The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. ● The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge while also providing the knowledge necessary for the development of nuclear weapons and power. ● World War I created a “lost generation” and fostered disillusionment and cynicism, while it transformed the lives of women, and democratized societies. ● Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives. ● The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing postmodernism in the post-1945 period. ● Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes. ● Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts such as electricity, indoor plumbing, plastics, and synthetic fibers became available. ● With economic recovery after World War II, birth rate increased dramatically (the baby boom), often promoted by government policies. Various movements, including women’s movements, political and social movements, gay and lesbian movements, and others, worked for expanded civil rights, in some cases obtaining the goals they sought, and in others facing strong opposition.	evidence. ○ Explain how specific examples of historically relevant evidence support an argument. ● Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ○ Explain a nuance of an issue by analyzing multiple variables. ○ Explain relevant and insightful connections within and across periods. ○ Explain the relative historical significance of a source’s credibility and limitations. ○ Explain how or why a historical claim or argument is or is not effective. ● Explain how claims or evidence support, modify, or refute a source’s argument.

● After failures to establish functioning democracies, authoritarian dictatorships took power in central and eastern Europe during the interwar period. ● The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war. ● The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states. ● Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state. ● The collapse of the USSR in 1991 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through the admission of former Eastern bloc countries. ● Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace. ● European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century. ● EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union. ● Increased imports of U.S. technology and popular culture after World War II generated both enthusiasm and criticism. ● New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization. ● Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.	

• Increased immigration into Europe altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life.	

Key Vocabulary:
TERMS:
Triple Alliance, Triple Entente, Balkan Wars, Schlieffen Plan, Russian Revolution 1917 (February Revolution and November Revolution), Bolsheviks, Treaty of Brest-Litovsk, Cheka, Weimar Republic, Fourteen Points, League of Nations, Treaty of Versailles, Article 231, mandate system, Sykes-Picot Agreement, Balfour Declaration, existentialism, modernism, dadaism, surrealism, impressionism, expressionism, Dawes Plan, totalitarianism, facism, eugenics, New Economic Policy, Five Year Plan, kulaks, Nationalism Socialism, appeasement, Munich Conference, Holocaust, Battle of Stalingrad, Cold War, displaced persons, Nuremberg Trials, Truman doctrine, Marshall Plan, NATO, Warsaw Pact, Common Market, Socialist Realism, de-Stalinization, decolonization, nonalignment, Suez Crisis, detente, Second Vatican Council, Brezhnev Doctrine, OPEC, neoliberals, second-wave feminism, developed socialism, Solidarity, perestroika, glasnost, Velvet Revolution, Maastricht Treaty, European Union, Arab Spring, Brexit

PEOPLE:
Gavrilo Princip, Georges Clemenceau, Henri-Phillippe Petain, Nicholas II, V.I. Lenin, Leon Trotsky, Friedrich Nietzsche, ALbert EInstein, Werner Heisenberg, Sigmund Freud, John Maynard Keynes, Joseph Stalin, Neville Chamberlain

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Document Based Question responses **TCC2(9-12), CCE4(9-12), P3(9-12)** • Long Essay Question responses **TCC2(9-12), CCE4(9-12), P3(9-12)**	• Classroom Discussion of Required Readings **CCE4(9-12)** • Tier 3 Vocabulary assessments **TI1(9-12)** • Short Answer Question based on primary or secondary source excerpt **TCC2(9-12)** • Short Answer Question without stimulus **P3(9-12)** • Multiple Choice Question response **TCC2(9-12), P3(9-12)**

Learning Plan

- Contextualizing a claim **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Writing a claim with a line of reasoning in response to a prompt **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Organizing arguments to support a line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**

- Incorporating multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Using a source's author, audience, or context to strengthen your argument **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Demonstrating an understanding of alternate viewpoints, and offer a rebuttal or refutation **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Strategies for responding to multiple choice prompts **TCC2(9-12), P3(9-12)**
- Evaluating and adjusting study plans **TI1(9-12), P3(9-12)**

Teacher Resources: McKay's *A History of Western Civilization*, 13th edition; Released prompts from College Board

ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS CURRICULUM

This curriculum was developed using the A.P. U.S. Government & Politics Course Framework from College Board



Grade Level(s): 12th

Curriculum Author(s): Rebecca Trzaski

Course Description: AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence based arguments.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Unit 1: Foundations of American Democracy	How are democratic ideals, reflected in the Declaration of Independence and the U.S. Constitution, and the models of representative democracy visible in major institutions, policies, events, or debates?	A balance between government power and individual rights has been a hallmark of American political development.	**TCC2(9-12)**, **CCE4(9-12)**, **TI1(9-12), DE1(9-12), AA3(9-12)**
Unit 2: Interactions Among Branches of Government	How do the structures, powers, and functions of Congress, the executive branch, the judicial system, and the bureaucracy affect the policy-making process?	The republican ideal in the U.S. is manifested in the structure and operation of both national and state governments.	**TCC2(9-12)**, **CCE4(9-12)**, **TI1(9-12), DE1(9-12), AA3(9-12)**
Unit 3: Civil Liberties & Civil Rights	How has the Supreme Court attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety?	Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.	**TCC2(9-12)**, **CCE4(9-12)**, **TI1(9-12), DE1(9-12), AA3(9-12)**
Unit 4: American Political Ideologies and Beliefs	How has U.S. political culture (e.g., values, attitudes, and beliefs) influenced the formation, goals, and implementation of public policy over time?	Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change, and is measured by public opinion polling to shape policy debates and choices in American politics.	**TCC2(9-12)**, **CCE4(9-12)**, **TI1(9-12), AA3(9-12)**
Unit 5: Political Participation	How do various political actors influence public outcomes?	Political parties, interest groups, the media, social movements, and elections provide opportunities for participation and influence how people relate to government and policy-makers as well as influence the nature and degree of political participation.	**TCC2(9-12)**, **CCE4(9-12)**, **TI1(9-12), AA3(9-12)**

Unit 1 - Foundations of American Democracy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **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.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.
- **CG.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).
- **CG.His.5.a.** Analyze how interpretations of the social contract theory of government influenced the founding of the United States government.
- **CG.Civ.4.a.** Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic.
- **CG.Civ.4.d.** Explain how federalism led to conflict between states and the federal government.
- **CG.Civ.2.a.** Analyze how the structures of the United States state and local governments represent different models of democracy.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12)**: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **DE1(9-12):** I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- **AA3(9-12)**: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- A balance between government power and individual rights has been a hallmark of American political development.
- The Constitution emerged from the debate about the weaknesses in the Article of Confederation as a blueprint for limited government.
- The Constitution created a competitive policy-making process to

Essential Questions:

- How are democratic ideals reflected in the Declaration of Independence, the U.S. Constitution and in major institutions, policies, events, or debates?
- How are Federalist and Anti-Federalist views on central government and democracy reflected in U.S. foundational documents?

ensure the people's will is represented and that freedom is preserved. ● Federalism reflects the dynamic distribution of power between national and state governments.	● How does the U.S. Constitution express the principles of separation of powers and "checks and balances" and what are the implications of separation of powers and "checks and balances" for the U.S. political system? ● How do societal needs affect the constitutional allocation of power between the national and state governments?
Students will know... ● The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract. ● Representative democracies can take several forms, which continue to be reflected in contemporary institutions and behaviors,including: participatory democracy, pluralist democracy, and elite democracy. ● The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today. ● The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the Constitution. ● Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances as well as from the allocation of power between the national and state governments. ● Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances. ● The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels. ● The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block	**Students will be able to...** ● Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. ● Describe the author's claim(s), perspective, evidence, and reasoning. ● Explain how the author's argument or perspective relates to political principles, institutions, processes, and behaviors. ● Articulate a defensible claim/thesis with a line of reasoning. ● Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases. ● Support the argument using relevant evidence.

grants. ● The interpretations of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments. ● National policy making is constrained by the sharing of power between and among the three branches and state governments.	

Key Vocabulary:
politics, government, democracy, political institutions, limited government, popular sovereignty, natural rights, republicanism, social contract, participatory democracy, pluralist democracy, elitist democracy, constitutionalism, liberty, American Political Culture, Federalist, Anti-Federalist, Shay's Rebellion, writ of habeas corpus, ex post facto laws, bills of attainder, separation of powers, checks and balances, unicameral, bicameral, New Jersey Plan, Virginia Plan, Great (Connecticut) Compromise, Electoral College, Three-Fifths Compromise, amendment, Tenth amendment, Thirteenth amendment, Fourteenth amendment, selective incorporation, Fifteenth amendment, the commerce clause, necessary and proper clause, full faith and credit clause, privileges and immunities clause, extradition, confederal systems, unitary systems, enumerated and implied powers, exclusive powers, reserved powers, concurrent powers, supremacy clause, federalism, dual federalism, cooperative federalism, fiscal federalism, grants-in-aid, revenue sharing, categorical grants, block grants, mandates, unfunded mandates, devolution

Assessment Evidence

Performance Tasks:	**Other Evidence:**
● Unit 1 Test of Multiple Choice Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. **AA3 (9-12)** ● Socratic Seminar on the foundational documents of this unit **TCC2 (9-12), DE1 (9-12)**	● Classroom Discussion of Required Readings **CCE4 (9-12)** ● Vocabulary Assessments **TI1 (9-12)** ● Concept Analysis Question **TCC2(9-12)** ● SCOTUS Question **TCC 2 (9-12)** ● Argumentative Essay **CCE4 (9-12)** ● Speech on the US Constitution **DE1 (9-12)**

Learning Plan

- Model textbook reading strategies and notetaking skills **TI1 (9-12)**
- Model note taking from a lecture or class discussion **TI1 (9-12)**

- Reinforce key vocabulary **TI1 (9-12)**
- Introduce test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning **AA3 (9-12)**
- Chart of Required Court Cases **TCC 2 (9-12)**
- Comparing contrasting foundational documents **TCC 2 (9-12)**
- Argumentative Essay format **CCE4 (9-12)**
- Self Reflection on assessments **TI1 (9-12), AA3 (9-12),**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 1 - 3; The Declaration of Independence; The Articles of Confederation; The U.S. Constitution; Brutus No. 1; Federalist Paper No. 10; Federalist Paper No. 51; *McCulloch v. Maryland (1819)* [required by the College Board]; *United States v. Lopez (1995)* [required by the College Board]

Unit 2 - Interactions Among Branches of Government

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.Civ.4.b.** Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government.
- **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.
- **CG.Civ.2.b.** Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs.
- **CG.Civ.3.a.** Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States.
- **CG.Civ.3.b**. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States.
- **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 .
- **CG.Eco.9.a.** Describe the roles of the executive branch in developing and implementing economic policies in the United States.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12)**: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **DE1(9-12):** I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12)**: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- The presidency has been enhanced beyond its expressed constitutional powers.
- The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence

Essential Questions:

- What are the different structures, powers, and functions of each house of Congress and how do they affect the policy-making process?
- How have presidents interpreted and justified their use of formal and informal powers to implement a policy agenda?
- What is the principle of judicial review, and how does it check

and use of judicial review remains a powerful judicial practice. ● The federal bureaucracy implements federal policies.	the power of other institutions and state governments? ● How does the bureaucracy carry out the responsibilities of the federal government? ● To what extent can governmental branches hold one another accountable given the competing interests of Congress, the president, the bureaucracy and the federal courts?
Students will know... ● The Senate is designed to represent states equally, while the House is designed to represent the population. By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process. ● The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: passing a federal budget, raising revenue, and coining money, declaring war and maintaining the armed forces, enacting legislation that addresses a wide range of economic, environmental, and social issues based on the necessary and proper clause. ● Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process. ● Pork barrel legislation and logrolling affect lawmaking in both chambers. ● Presidents use powers, both formal and informal, and perform functions of the office to accomplish a policy agenda. ● Senate confirmation is an important check on appointment powers, but the president's longest lasting influence lies in life-tenured judicial appointments. ● Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda. ● Terms-of-office and constitutional power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles.	**Students will be able to...** ● Compare political principles, institutions, processes, policies, and behaviors. ● Describe the data presented. ● Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases. ● Describe patterns and trends in data. ● Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● Describe the author's claim(s), evidence, perspective, and reasoning. ● Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. ● Compare the reasoning, decision, and majority opinion of a required court case to a non-required court case. ● Explain how the author's perspective or argument relates to political principles, institutions, processes, policies, and behaviors. ● Explain patterns and trends in data to draw conclusions. ● Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

• Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events. • The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in Article II of the U.S. Constitution, Federalist Paper No. 78 and *Marbury v. Madson* (1803). • Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court's establishing new or rejecting existing precedents. • Controversial or unpopular court decisions can lead to challenges to the court's legitimacy and power that Congress and the president can address only through future appointments, legislation changing the Court's jurisdiction, or refusing to implement decisions. • Political discussion about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint. • Tasks performed by departments, agencies, commissions, and government corporations are represented by writing and enforcing regulations, issuing fines, testifying before Congress, and issue networks and "iron triangles". • Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality. • Discretionary and rule-making authority to implement policy are given to bureaucratic agencies. • Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by committee hearings and the power of the purse. • Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration. • Compliance monitoring can pose a challenge to policy implementation. • Formal and informal powers of Congress, the president, and the	

courts over the bureaucracy are used to maintain its accountability.	

Key Vocabulary: pork barrel legislation, earmarks, logrolling, oversight, impeachment, constituency, proportional representation, single-member districts, gerrymandering, partisan gerrymandering, apportionment, redistricting, malapportionment, majority-minority districts, incumbent, incumbency advantage, PACs, standing committees, joint committees, conference committees, committee chairs, select or special committees, discharge petition, House Rules Committee, Committee of the Whole, hold, unanimous consent agreements, filibuster, cloture, hostage-taking, veto, pocket vetoes, mandatory spending, discretionary spending, entitlement programs, budget surplus, budget deficit, national debt, executive order, initiatives, "lame duck", Trustee role, Delegate role, Politico role, bipartisanship, gridlock, divided government, descriptive representation, substantive representation, State of the Union, Executive privilege, Executive agreement, signing statement, Executive order, bully pulpit, Sixteenth Amendment, Seventeenth Amendment, Twenty Second Amendment, War Powers Resolution Act, Executive Office of the President, original jurisdiction, appellate jurisdiction, federal district courts, federal courts of appeals, judicial review, precedent, *Stare decisis,* judicial activism, judicial restraint, bureaucracy, political patronage, merit system, issue networks, "Iron triangles", Speaker of the House, House majority leader, Whips, House minority leader, President pro tempore, Senate minority leader, Chief Justice

Assessment Evidence

Performance Tasks:

- Unit 2 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. **TI1 (9-12), AA 3 (9-12)**
- Mock Congress **TCC2 (9-12), CCE4 (9-12), DE1 (9-12)**

Other Evidence:

- Classroom Discussion of Required Readings **CCE4 (9-12)**
- Vocabulary Assessments **TI1 (9-12)**
- Concept Analysis Question **TCC2(9-12)**
- SCOTUS Question **TCC 2 (9-12)**
- Argumentative Essay **CCE4 (9-12)**

Learning Plan

- Reflect on level of success of student's textbook reading strategies and notetaking skills **AA3 (9-12)**
- Reinforce key vocabulary **TI1 (9-12)**
- Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning **TI1 (9-12), AA3 (9-12)**
- Continue working on the chart of Required Court Cases **TCC2 (9-12)**
- Comparing contrasting foundational documents **TCC2 (9-12)**
- Refine argumentative Essay format **TCC2 (9-12), CCE4 (9-12)**

• Self Reflection on assessments **TI1 (9-12), AA3 (9-12)**
Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 4 - 7; The U.S. Constitution; Federalist Paper No. 70; Federalist paper No. 78; *Baker v. Carr* (1962) [required by the College Board]; *Shaw v. Reno* (1993) [required by the College Board]; *Marbury v. Madison* (1803) [required by the College Board]

Unit 3 - Civil Liberties and Civil Rights

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.Civ.14.a.** Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States.
- **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.
- **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.
- **CG.Civ.2.e.** Analyze the rights and responsibilities of individuals in the United States.
- **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.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **DE1(9-12):** I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12)**: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.
- Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.
- Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.

Essential Questions:

- How does the U.S. Constitution protect individual liberties and rights?
- To what extent does the Supreme Court's interpretation of the Constitution reflect a commitment to individual liberty?
- How has the Supreme Court attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety?
- What are the implications of the doctrine of selective

● The Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.	incorporation? ● How have constitutional provisions supported and motivated social movements? ● How has the government responded to social movements? ● How has the Court, at times, allowed the restriction of the civil rights of minority groups, and at other times protected those rights?
Students will know... ● The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights. ● Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference. ● The application of the Bill of Rights is continuously interpreted by the courts in an effort to balance social order and protect individual freedom. ● The interpretation and application of the First Amendment's establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious practice and free exercise. ● The Court has on occasion ruled in favor of states' power to restrict individual liberty, as, for example, when speech can be shown to increase the danger to public safety. ● While a right to privacy is not explicitly named in the Constitution, the court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy. ● Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress. ● The leadership and events associated with civil, women's and	**Students will be able to...** ● Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. ● Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases. ● Articulate a defensible thesis ● Explain how visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors. ● Describe the author's claim(s), perspective, evidence, and reasoning. ● Support the argument using relevant evidence. ● Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. ● Explain how the implications of the author's argument, or perspective may affect political principles, institutions, processes, policies, and behaviors. ● Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

LGBT rights are evidence of how the equal protection clause can support and motivate social movements. ● The government can respond to social movements through court rulings and/or policies. ● Decisions demonstrating that minority rights have been restricted at times and protected at other times. ● The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.	

Key Vocabulary: civil liberties, civil rights, due process clause, selective incorporation, Espionage Act of 1917, The Miller Test, The Lemon Test, Clear and Present Danger Test, First Amendment, prior restraint, symbolic speech, slander, libel, fighting words, hate speech, Second Amendment, ex post facto laws, bill of attainder, writ of habeas corpus, procedural due process, warrant, bail, probable cause, exclusionary rule, grand jury, indictment, double jeopardy, De Jure segregation, De Facto segregation, affirmative action, capital punishment, equal protection clause, due process clause, Americans With Disabilities Act 1990, Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Voting Rights Act of 1965, Strict Scrutiny Test, Intermediate Scrutiny Test, Rational-basis test

Assessment Evidence

Performance Tasks:	**Other Evidence:**
● Unit 3 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. **TI1 (9-12), AA3 (9-12)** ● Civil Rights and Liberties Project **CCE4 (9-12), DE1 (9-12)**	● Classroom Discussion of Required Readings **CCE4 (9-12)** ● Vocabulary Assessments **TI1 (9-12)** ● Concept Analysis Question **TCC2(9-12)** ● SCOTUS Question **TCC 2 (9-12)** ● Argumentative Essay **CCE4 (9-12)**

Learning Plan

- Reflect on level of success of student's textbook reading strategies and notetaking skills **AA3 (9-12)**
- Reinforce key vocabulary **TI1 (9-12)**
- Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning **TI1 (9-12), AA3 (9-12)**

- Continue working on the chart of Required Court Cases **TCC2 (9-12)**
- Comparing contrasting foundational documents **TCC2 (9-12)**
- Refine argumentative Essay format **TCC2 (9-12), CCE4 (9-12)**
- Self Reflection on assessments **TI1 (9-12), AA3 (9-12)**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 8 & 9; The U.S. Constitution; *Engel v. Vitale* (1962) [required by the College Board]; *Wisconsin v. Yoder* (1972) [required by the College Board]; *Tinker v. Des Moines Independent Community School District* (1969) [required by the College Board]; *Schenck v. United States* (1919) [required by the College Board]; *Brandenburg v. Ohio* (1969) *New York Times Co. v. United States* (1971) [required by the College Board]; *McDonald v. Chicago* (2010) [required by the College Board]; *Gideon v. Wainwright* (1963) [required by the College Board]; "Letter From A Birmingham Jail"; *Brown v. Board of Education* (1954) [required by the College Board]; *Roe v. Wade* (1973); *Dobbs v. Jackson* (2022)

Unit 4 - American Political Ideologies and Beliefs

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **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.
- **CG.Civ.2.c.** Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12)**: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
- Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
- Widely held political ideologies shape policy debates and choices in American policies.

Essential Questions:

- How do cultural factors influence political attitudes and socialization?
- To what extent are claims based on public opinion polling credible?
- How have ideologies of the two major parties shaped policy debate?
- How has U.S. political culture (e.g., values, attitudes, and beliefs) influenced the formation, goals, and implementation of public policy over time?

Students will know...

- Different interpretations of core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the

Students will be able to...

- Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
- Describe the data presented.

federal government and that citizens have with each other. ● Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual's political attitudes and values through the process of political socialization. ● As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries. ● Generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes. ● Public opinion data can impact elections and policy debates is affected by scientific polling types and methods ● There is a relationship between scientific polling and elections and policy debates. ● The Democratic Party (D or DEM) platforms generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions. ● Liberal ideologies favor more governmental regulation of the marketplace, conservative ideologies favor fewer regulations, and libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade. ● Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve. ● Liberal ideologies tend to think that personal privacy - areas of behavior where the government should not intrude - extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty. ● Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal	● Describe patterns and trends in data. ● Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors. ● Explain patterns and trends in data to draw conclusions. ● Describe the elements of a scientific poll. ● Explain patterns and trends in data to draw conclusions. ● Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. ● Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors. ● Explain possible limitations of the data provided. ● Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.

perspectives in political parties.	

Key Vocabulary: Political culture, Political ideology, Political socialization, Individualism, Equality of opportunity, Free enterprise, Rule of law, Limited government, Globalization, IGOs, NGOs, MNCs, Generational effect, Life-cycle effect, Opinion polls, Liberal ideologies, Conservative Ideologies, Libertarian Ideologies, Pew Research Center, Focus group, Scientific Poll, Sample, Random selection, Representative sample, Weighting, Sampling error, Mass survey, Straw polls, Entrance survey, Exit polls, Benchmark polls, Tracking polls, Internet polls, Push poll, Gender gap, laissez-faire economy, Command-and-control economy, Mixed economy, GDP, Unemployment rate, inflation, Consumer price index, Supply-side economics, Monetary theory, Keynesianism, Fiscal policy, Federal Reserve System, Monetary policy, Medicare,

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Unit 4 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. **TI1 (9-12), AA 3 (9-12)** • Current Events Project **TCC2 (9-12), CCE4 (9-12)**	• Classroom Discussion of Required Readings **CCE4 (9-12)** • Vocabulary Assessments **TI1 (9-12)** • Concept Analysis Question **TCC2(9-12)** • SCOTUS Question **TCC 2 (9-12)** • Argumentative Essay **CCE4 (9-12)**

Learning Plan

- Reflect on level of success of student's textbook reading strategies and notetaking skills **AA3 (9-12)**
- Reinforce key vocabulary **TI1 (9-12)**
- Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning **TI1 (9-12), AA3 (9-12)**
- Continue working on the chart of Required Court Cases **TCC2 (9-12)**
- Comparing contrasting foundational documents **TCC2 (9-12)**
- Refine argumentative Essay format **TCC2 (9-12), CCE4 (9-12)**
- Self Reflection on assessments **TI1 (9-12), AA3 (9-12)**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 10-12; The U.S. Constitution

Unit 5 - Political Participation

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **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.8.a.** Identify how the structure of state and local governments promote democratic principles and public participation.
- **CG.Civ.8.b.** Evaluate how different levels of government work to promote civic virtue and enact democratic principles
- **CG.Civ.10.a.** Determine the extent to which elected officials represent constituent interests and perspectives.
- **CG.Civ.2.d.** Analyze trends in access to voting, voter turnout, and voter representation over time.
- **CG.Civ.5.c.** Evaluate the role of the media in addressing social and political problems or influencing elections.
- **CG.His.5.c.** Analyze how social contexts shape personal political beliefs and voting behavior.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12)**: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
- Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.
- The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political

Essential Questions:

- How do the U.S. Constitution and legislation protect voting rights?
- What roles do individual choice and state laws play in voter turnout in elections?
- What is the function and impact of linkage institutions on the electorate and government?
- How do structural barriers impact the electoral processes?
- How does variation in types and resources of interest groups

spectrum. ● The various forms of media provide citizens with political information and influence the ways in which they participate politically.	affect their ability to influence elections and policy making? ● How does the Electoral College facilitate and/or impede democracy? ● How do the organization, financing and strategies of national political campaigns affect the election process? ● How does the increasingly diverse choices of media and communications outlets influence political institutions and behavior?
Students will know... ● Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and worldwide ● Voter choice is influenced by party identification and ideological orientation, candidate characteristics, contemporary political issues, religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics ● Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers ● The functions and impact of political parties on the electorate and government are represented by: ○ Mobilization and education of voters ○ Party platforms ○ Candidate recruitment ○ Campaign management, including fundraising and media strategy ○ The committee and party leadership systems in legislatures ● Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened. ● Parties modify their policies and messaging to appeal to various demographic coalitions. ● The structure of parties has been influenced by: ○ Critical elections and regional realignments ○ Campaign finance law ○ Changes in communication and data-management	**Students will be able to...** ● Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. ● Explain patterns and trends in data to draw conclusions. ● Explain political principles, institutions, processes, policies, and behaviors. ● Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors. ● Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. ● Explain the possible limitations of the visual representation of the data provided. ● Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● Articulate a defensible claim or thesis. ● Support the argument using relevant evidence. ● Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis. ● Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. ● Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives. ● Explain how required Supreme Court cases apply to scenarios in context.

technology ● Parties use communication technology and voter data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts. ● In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success. ● The incorporation of third party agendas into platforms of major political parties serves as a barrier to third party and independent candidate success. ● Interest groups may represent very specific or more general interests, and can educate voters and office holders, conduct lobbying, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies. ● In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and “issue networks,” and they help interest groups exert influence across political party coalitions. ● Interest group influence may be impacted by inequality of political and economic resources, unequal access to decision makers, & the “free rider” problem. ● Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making. ● Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making such as the federal budget process, at key stages and to varying degrees. ● The factors that impact the procedures and outcomes of presidential and congressional elections ● Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political	

commentary. ● The media's use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into "horse races" based more on popularity and factors other than qualifications and platforms of candidates. ● Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.	

Key Vocabulary: franchise, demographic characteristic, voter turnout, socioeconomic status, political efficacy, felon disenfranchisement, "Obama effect", National Voter Registration Act of 1993, absentee ballots, political participation, linkage institutions, registration requirements, rational choice voting, retrospective voting, prospective voting, partyline voting, primaries (open and closed), caucuses, Electoral College, Winner-Take-All System, battleground states, swing states, Political Action Committees, Super PACs, straight ticket voting, split ticket voting, party coalition, political parties, political mobilization, candidate-centered campaigns, party identification, party platform, realignment, critical elections, party eras, era of divided government, two-party system, third parties, delegate, superdelegate, National Convention, proportional representation system, single-member plurality system, interest groups, social movements, participatory theory, pluralist theory, elitist theory, economic interest groups, public interest groups, government interest groups, lobbying, issue network, iron triangle, revolving door, amicus curiae brief, news media, social media, mass media, investigative journalism, broadcast media, Radio Act (1927), Communications Act of 1934, media consolidation, Telecommunications Act 1996, policy agenda, agenda setting, partisan bias, selective benefits, freeriders, horse-race journalism

Assessment Evidence

Performance Tasks:	**Other Evidence:**
● Unit 5 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. **TI1 (9-12), AA 3 (9-12)**	● Classroom Discussion of Required Readings **CCE4 (9-12)** ● Vocabulary Assessments **TI1 (9-12)** ● Concept Analysis Question **TCC2(9-12)** ● SCOTUS Question **TCC 2 (9-12)** ● Argumentative Essay **CCE4 (9-12)**

Learning Plan

- Reflect on level of success of student's textbook reading strategies and notetaking skills **AA3 (9-12)**

- Reinforce key vocabulary **TI1 (9-12)**
- Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning **TI1 (9-12), AA3 (9-12)**
- Continue working on the chart of Required Court Cases **TCC2 (9-12)**
- Comparing contrasting foundational documents **TCC2 (9-12)**
- Refine argumentative Essay format **TCC2 (9-12), CCE4 (9-12)**
- Self Reflection on assessments **TI1 (9-12), AA3 (9-12)**
- Practice Exam before taking the College Board Exam in May **AA3 (9-12)**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 13-16; The U.S. Constitution; *Citizens United v. Federal Elections Commission* (2010) [required by the College Board]

Regional School District 14 New Course Proposal

Course Title: SAT/NGSS Preparation Workshop

Grade Level(s): 11 (10th grade per administrator discretion)

Department: Elective

Faculty Member(s) Submitting Course Proposal: Mykal Kuslis, Nicole Lewis, Jess McKay, Ray Robillard

Course Description: *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*

This course is open to all 11th grade students who would like to improve their performance on standardized tests.

For the 2024-2025 school year, it is strongly recommended that all 11th grade students take SAT/NGSS Preparation Workshop for one semester during 11th grade if they meet the following criteria:

- Score under 430 on the Evidence Based Reading and Writing and/or 480 on the Math PSAT taken in 10th grade OR
- Score under 460 on the Evidence Based Reading and Writing and/or 510 on the Math PSAT taken in 11th grade OR
- Earn a RIT score under 216 on their 10th grade winter administration NWEA science exam

For the 2025-2026 school year and beyond, **we will be proposing that it be a Region 14 Board of Education graduation requirement (for the class of 2027 and beyond)** that all 11th grade students take SAT/NGSS Preparation Workshop for one semester during 11th grade if they meet the following criteria:

- Score under 430 on the Evidence Based Reading and Writing and/or 480 on the Math PSAT taken in 10th and/or 11th grade OR
- Score under 460 on the Evidence Based Reading and Writing and/or 510 on the Math PSAT taken in 11th grade OR
- Earn a RIT score under 216 on their 10th grade winter administration NWEA science exam

Grade Level:11
Credit Value: 0.5 (This would fall under the category of “additional courses” similar to MBLE)

This course combines Evidence-Based Reading, Writing, Math and Science skills in a workshop environment to provide exposure, practice, and strategies to help students become more confident and successful on the redesigned SAT as well as NGSS test. SAT/NGSS Preparation Workshop is a pass/fail course where students will determine their own personal goals for their SAT/NGSS scores and pace themselves accordingly.

Students will challenge themselves to improve their scores on the practice tests and assignments.

Success on the SAT/NGSS is directly correlated to the amount of time put into preparing for the tests, and this course will assist students in that process. This course would be scheduled to run primarily in the second semester of junior year, but would also run in the first semester to accommodate student schedules.

Rationale for Offering this New Course: *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*

Based on current data analysis that correlates PSAT, SAT, and NWEA scores, we have concluded that students would benefit from a more formalized SAT/NGSS program that can more closely identify and address gaps in student learning Mathematics, Science, and Reading. The course will provide students with the opportunity to 1) best test-taking strategies, 2) practice skills needed for success on the SAT/NGSS, and 3) set personal growth goals. Something we have identified as an area of need based on the data is for courses that traditionally do not teach a specific skill (i.e. teaching Geometry in an Algebra II course, teaching literature in a prescribed non-fiction seminar, or teaching earth and space science in biology). Furthermore, this will help us provide intervention and remediation for students who are currently not achieving proficiency on the SAT/NGSS.

Prerequisites: *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*

Prerequisite: There is no prerequisite for this class. Students scoring 530 or better may opt out of this course.

Long-Term Course Outcomes: *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

Long term, it is expected that students will see an increase in standardized test scores, thus providing positive assistance to them in whatever post-secondary path they choose. Additionally, increased standardized test scores will benefit both the Nonnewaug High School and Region 14 accountability reports. A course very similar to this was introduced in Woodland, and they saw great success in the growth and achievement of their students in standardized tests across the board. It is expected to have the same effect here, essentially changing the culture and climate to one focused on measurable growth and achievement.

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

This experience will help students develop and enhance their Vision of a Learner attributes.

- THINK CRITICALLY AND CREATIVELY – They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality and imagination.
- COLLABORATE AND COMMUNICATE EFFECTIVELY – They find effective ways to work together and express, listen to, and exchange ideas and information in many forms.
- DEMONSTRATE EMPATHY – They understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.
- TAKE INITIATIVE – They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.
- PERSEVERE – They persist through challenges to achieve goals and build resilience.
- ADAPT AND ADJUST – They remain flexible and open to new ideas, and they adjust to new situations.

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

- Khan Academy
- Teacher Professional Development attendance at SAT and NGSS workshops
- Continued subscription to IXL
- Teacher selected materials for the SAT
- CommonLit

PROPOSED REVISIONS TO GRADUATION REQUIREMENTS

Below are the current graduation requirements with the proposed adjustments highlighted in yellow for the Class of 2027 and beyond, highlighted in green for the Class of 2028 and beyond, and highlighted in purple for the class of 2029 and beyond.

Any students who do not meet ALL graduation requirements will not be allowed to participate in the graduation ceremony. A diploma will be retained by the school until all requirements are completed.

NHS has defined graduation requirements which we believe promote our mission. In order to graduate from Nonnewaug High School students are required to:

1. Earn the minimum number of credits in the required areas.
2. Demonstrate academic competency in numeracy and literacy by meeting one of the standardized measures required of students.
3. Perform a minimum of 18 hours of community service.

***For more information and the complete policy regarding graduation requirements, please refer to BOE Policy 6146.**

Current Graduation Requirements		**Proposed Graduation Requirements**	
Humanities	**9 Total Credits**	**Humanities**	**9 Total Credits**
English	4 Credits	English	4 Credits
Social Studies; *Including World Civ., US History, & Civics*	2.5 Credits	Social Studies (*Including World Civ., US History, & Civics)*	2.5 Credits
World Language	1 Credit	World Language	1 Credit*
Fine or Applied Arts	1 Credit	Fine or Applied Arts	1 Credit
Humanities elective	.5 Credit	Humanities elective	.5 Credit
Science, Technology, Engineering, & Math	**9 Total Credits**	**Science, Technology, Engineering, & Math**	**9 Total Credits**
Mathematics	3 Credits*	Mathematics (*Including Algebra 1 and Algebra 2*)	3 Credits[1]
Science; *Including Biology*	3 Credits**	Science (*Including 1 cr. Integrated Science, 1 cr. Biology, and .5 cr. Chemistry)*	3 Credits[2]
STEM electives	3 Credits	Financial Literacy	.5 Credit[3]
Other Requirements	**7 Total Credits**	STEM electives	2.5 Credits
PE/ Health (Wellness)	2 Credits	**Other Requirements**	**7 Total Credits**
Mastery-Based course/experience	1 Credit***	PE/ Health/Wellness	2 Credits
Open Electives (any courses beyond required credits listed above)	4 Credits	Mastery-Based course/experience	1 Credit[4]

<table>
<tr><td>Total</td><td>25 Credits</td><td>NGSS/SAT Prep Course (required of students who do not meet proficiency benchmark on PSAT and/or a RIT score of 216 on NWEA Science)</td><td>.5 Credit</td></tr>
<tr><td colspan="2" rowspan="2">Notes:
Nonnewaug may accept credit(s) granted for Algebra I and/or World Language courses taken and successfully completed at the middle school level that meet the high school criteria. Grades will be entered as Pass (P) on the student's transcript and credit will be granted. Pass (P) grades are not factored into GPA.
**Junior and Senior Agriscience courses can satisfy only one credit of science graduation requirement
*** Mastery-Based Course/Experience - This component of the graduation requirement provides all Nonnewaug High School graduates with a self-determined learning experience. Beginning junior year, students will select a personalized learning option that will require them to make important decisions about their learning experiences and how they will demonstrate their knowledge and skills. Specific information about the options that will satisfy this requirement is provided to students in spring of their sophomore year.
Above requirements reflect CT Public Act 17-42</td><td>Open Electives (any courses beyond required credits listed above)</td><td>3.5 - 4 Credits</td></tr>
<tr><td>Total</td><td>25 Credits</td></tr>
<tr><td colspan="4">Notes:
[1]Nonnewaug may accept credit(s) granted for Algebra I and/or World Language courses taken and successfully completed at the middle school level that meet the high school criteria. Grades will be entered as Pass (P) on the student's transcript and credit will be granted. Pass (P) grades are not factored into GPA. Algebra 1 taken at the middle school level will be counted as a STEM or Open Elective, students must complete three additional credits of mathematics at the high school level.
[2]Junior and Senior Agriscience may no longer satisfy one credit of the science graduation requirement. Students may test-out of the Integrated Science requirement by earning a 825 or higher on their 8th grade NGSS OR no less than an 805 on their NGSS AND 80th percentile on two of the three NWEA mid-year or end-of year tests (Math, Reading, and Science) with no test below the 70th percentile.
[3]Public Act 23-21 requirement
[4]Mastery-Based Course/Experience - This component of the graduation requirement begins junior year and provides all Nonnewaug High School graduates with a self-determined learning experience that allows them to practice and demonstrate the Vision of a Learner attributes. Specific information about the options that will satisfy this requirement is provided to students in spring of their sophomore year.</td></tr>
</table>

Instruction

Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student focused perspective based on a respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not for purposes of this policy and Connecticut State Board of Education (CSDE) guidelines include private schools, home schooling, "*School Choice,"* adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the "Guidelines for Alternative Education Settings," established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole student approach. This approach promotes individualized programming to address the personal, emotional, social, intellectual, work skills, safety and security needs of students in addition to academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school or establish a new school or be a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education, to provide alternative education pursuant to C.G.S. 10-158a.

Instruction

Alternative Education Programs (continued)

A list of alternative programs will be approved by the Board annually. The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. The alternative education program, subject to Board approval, must have a transparent and defined purpose, which includes a description of the types of students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines must be evident. Also to be a part of the alternative education program are clear and explicit criteria and procedural exit criteria frameworks to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. Determination of enrollment shall be made by the student support team which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified as indicated by the goals and objectives of an IEP, in particular curricular areas.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities and supervised independent study. Prior to consideration of an alternative placement, a review of the student's academic, health and behavioral records, including any PPT and Section 504 records, Student Success Plans and other history of interventions must take place.

Instruction

Alternative Education Programs (continued)

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if there is disagreement with the District's placement decisions.

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)
(cf. 6172.12 – Magnet Schools)
(cf. 6172.41 – Title I Program)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

10-220 Duties of boards of education (as amended by PA 15-133)

10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016.

Policy adopted:
cps 11/15

CONDUCT OF MEETINGS

Introduction

The conduct of meetings of the Regional School District No 14 Board of Education shall be in accordance with the Connecticut Freedom of Information Act, Connecticut General Statutes §1-200 *et seq*., the rules of parliamentary practice as set forth in the Robert's Rules of Order and other applicable laws.

A quorum of five (5) members of the Board of Education must be present in order for the Board to conduct a meeting.

All Board meetings shall commence at the stated time or as soon thereafter as a quorum is present and shall be guided by an agenda which will have been posted in accordance with law and delivered in advance to all Board Members and other designated persons. The agenda for the Board of Education meetings will be completed by the Committee Chair collaborating with the Superintendent.

The Board Chairperson shall preside over meetings. In the absence of the Chairperson, the Vice Chairperson shall preside.

The meetings shall, to the fullest possible extent, enable Members to conduct the business of the Board in an orderly and expeditious manner.

Order of Business

At each Board meeting, the order of business shall be as follows:

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Report from Student Representatives**
4. **Approval of Minutes**
5. **Information and Proposals**
    - **A. Superintendent's Report**
    - **B. Committee Reports**
    - **C. Chair Announcements**
6. **Privilege of the Floor**
7. **New Business requiring Board Action**
8. **Old Business**
9. **Announcement of Future Meetings**
10. **Adjournment**

Open to the Public

Consistent with state law, all meetings of the Board shall be open to attendance by the public with the exception of executive sessions.

~~When members of the public are invited to address the Board concerning any subject that lies within its supervision, control and jurisdiction, the following provisions shall apply:~~ ***Provisions for permitting any resident of the Towns of Woodbury or Bethlehem, any parent/guardian of a child enrolled in the Region 14 School District, or any current employee of the Region 14 School District shall be as follows***

1. A 3 minute time limit may be allowed to each speaker with a maximum of 21 minutes per meeting being allocated for any one item. The Board may, by a majority vote, decide to cancel or adjust these time limits.
2. The Chairperson shall not permit actions which disrupt or interrupt the orderly conduct of the Board meeting. A willful participant in such conduct will be asked to leave the meeting of the Board. In the case of a general disturbance where order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the members of the Board may order the meeting room to be cleared except for representatives of the press who have not participated in the disruption of themeeting.

Executive Sessions

An executive session is a meeting (or a portion of a meeting) at which the public is excluded for one or more of the purposes permitted by The Freedom of Information Act, Connecticut General Statutes § 1-200(6). Executive sessions may be held upon a two-thirds vote of the members present and voting. The motion to enter executive session shall state the specific purpose for the executive session. Only matters that fall within the stated purpose of the executive session may be discussed in executive session. The executive session is limited to discussion only; all votes must be taken in public session.

Actions of the Board

No action will be taken unless the subject acted upon was listed in the agenda posted for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

The Board shall not adopt resolutions except where such adoption is required by law or where the intent of the Board is to publish a status position of the Board, as in advising the General Assembly of the Board's position on a proposed law, or commending staff members or other agencies for work well done.

Voting

Unless otherwise specified, all votes of the Board will be by majority vote of those members who

are present. An absentee ballot or proxy vote is not acceptable at any meeting of the Board except as required by law. A record of the votes of each member shall be reduced to writing and made available for public inspection within 48 hours, (excluding Saturdays, Sundays or legal holidays for votes of special meetings) and shall be recorded in the minutes of the meeting.

Minutes

The Board shall make, keep and maintain a record of the proceedings of its meetings in the form of minutes. The Secretary of the Board of Education shall ensure that minutes of all meetings of the Board shall be kept. All actions of the Board, including votes of board members, shall be identified clearly in minutes of the meeting. The official minutes of the Board meetings shall be kept in the central office.

Minutes shall be made available to the public within seven days after each meeting (excluding Saturdays, Sundays or legal holidays for minutes of special meetings) and shall be posted on the Board's website, to the extent required by law.

Copies of the minutes shall be made for distribution to the Board members with the agenda for the next regular meeting.

The minutes of any emergency special meeting shall specify the nature of the emergency and shall be available within 72 hours of the meeting, excluding any Saturday, Sunday or legal holiday.

Legal References: Connecticut General Statutes

1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
1-232 Conduct of meetings
10-218 Officers
10-224 Duties of secretary

FIELD TRIP REQUEST FORM

Revised 12/22/2023

Procedural Guidelines: Field trips are covered under Board policy 6153. Field trips should support course or club curriculum. The following parameters will be applied to all field trips:

- Three weeks prior to the field trip (or six weeks prior to an out of state overnight trip) submit this field trip request form with a curriculum justification statement and a proposed roster of students.
- Upon approval of the trip, formalize all arrangements for transportation and other costs.
- Ensure that all students and parents complete and sign the permission form.
- Provide alternative plans for students who are not attending the field trip.
- Submit a final roster of participating students to all faculty and administrators at least 7 calendar days prior to trip. The list cannot be changed after this point. (There are no refunds after this point.)
- Blackout dates apply including: first week of each semester, last week of each quarter, week before, during and after Smarter Balance; exam week; last week of April; the month of June. SAT & PSAT (see your school administrator for more information).
- On the morning of the trip, submit the final roster and a copy of every permission form to the attendance secretary.
- Keep the original permission forms in your possession throughout the trip.
- Students will be allowed to take 5 field trip days per marking period/ 12 trip days per year. It is both the student's and the sponsoring teacher's responsibility to know this. The main office will publish a field trip attendance report upon request.

RECEIVED
MAR 11 2024

Field Trip Request Form

Date of Request:	Title and Destination of Trip:	Date of Trip:
3/1/2024	SPAIN Explorica: Barcelona, Madrid, Seville	April 10th – April 19th 2025
Sponsoring Department: Spanish Club NHS	Person in Charge: Karen Sandor	Is this an overnight trip? YES X No_____
Number of Students: 10 + Number of Busses N/A	Number of Chaperones: 2 +	Names: Sandor / Peterson
Type of Trip: Educational Educational [ ] Recreational [ ]	Time of Departure: Evening Time to Arrive: TBD	Time of Expected Return: P.M 4/19/2025
Mode of Transportation: Bus, Plane, Train	Cost of Transportation: Included w/ Travel Company	Cost of Food: Included w/ Travel Comp
Cost of Lodging: Included w/ Travel Com	Other Costs: $200-300 Student Spending Money	Other Costs: Coach-Bus/Insurance
Total Cost of Trip: 3809.00	Source of Revenue:	Student Cost: 3809.00

Cost Checklist:	Checklist:		
_____ *Transportation*	_____ *Yes*	_____ *No*	*Cafeteria Notified*
_____ *Food*	_____ *Yes*	_____ *No*	*Substitute Arranged*
_____ *Lodging*	_____ *Yes*	_____ *No*	*Master Calendar Notated*
_____ *Other*	_____ *Yes*	_____ *No*	*Plans Made for Non-Attendees*
$_____ *Total*	_____ *Yes*	_____ *No*	*Tracphones needed* _____ *# of phones*

Signature of Person in Charge of the Field Trip: _____

Date of Signature: _____

FIELD TRIP APPROVAL PROCESS

	Approved	Not Approved	Date
Department Chair	[signature]		03/07/24
Principal	[signature]		3/11/24
Superintendent	[signature]		3/12/24
Board of Education (For overnight, out-of-state trips)			

IN-STATE DAY TRIPS
OUT-OF-STATE DAY TRIPS
IN-STATE OVERNIGHT TRIPS

Approved by Principal

Approved by Superintendent

OUT-OF-STATE OVERNIGHT TRIPS

Approved by Principal

Approved by Superintendent

Approved by Board of Education

USE OF ALL STAR TRANSPORTATION

When the field trip is approved, the main office secretary will fax this form to All Star Transportation at (203) 263-0841.

Date of Trip: _____ Destination: _____

Departure Time: _____ Time to arrive at event: _____ Time to leave event: _____ Return Time: _____

Number of Students and Chaperones: _____ Number of Busses needed _____

Secretary's Signature: _____

TEACHER IN CHARGE MUST EMAIL CATHERINE.GOODFIELD@ALL-STARTRANSPORTATION.COM, SHE WILL THEN RESPOND WITH A PRICE QUOTE AND ESTIMATED TIME AND MILEAGE OF EACH TRIP. ALSO, WHEN A FIELD TRIP IS CANCELED, THE PERSON IN CHARGE OF THE TRIP MUST NOTIFY THE TRANSPORTATION COMPANY.

Field Trip Permission Form Parent Section

Dear Parent or Guardian: A field trip has been planned involving your child. If you approve of your child's participation, please complete the following information.

Field Trip date: April 10th-April 19th 2025

Destination: Spain: Barcelona, Madrid, Seville

Mode of Transportation: Bus, plane, train

Cost to Student: $3800.00

Departure Time: AM. TBD

Return Time: PM TBD

Overnight: Yes X No____ (If yes, roommates will be assigned; students' requests will be considered.)

My son/daughter _____ has my permission to go on the described field trip. I give my permission for emergency medical care if the need should arise. The trip sponsor should know about the following medical conditions (if applicable):

_____.

Here is the emergency contact and any other additional medical information that may assist in caring for my son/daughter:

_____.

I understand that field trip arrangements are based on the number of students who choose to participate. Students may receive a refund if they cancel their reservations eight or more days before the field trip date. Refunds cannot be given after that time.

Parent Signature:_____ Date: _____

Field Trip Permission Form Student Section

I understand that I am responsible for obtaining permission from teachers to attend this field trip. I am responsible for all work missed during this activity, making prior arrangements for missed tests and quizzes, obtaining class notes, and completing missed homework. I also understand that I am responsible to follow the rules established by the school and the organization hosting the field trip.

Student's Signature:_____ Date: _____

Principal's Signature:_____

explorica by WorldStrides



Barcelona, Madrid & Andalusia

explorica.com/Sandor-7662

April 10 - April 19, 2025

Day 1 Start tour

Day 2 Hola Barcelona
Meet your tour director and check into hotel
Barcelona city walk: Mercat de la Boquería, Las Ramblas, Columbus Monument
Paella dinner

Day 3 Barcelona landmarks
Barcelona guided sightseeing tour: Gaudí's Sagrada Família, Montjuïc Hill visit, Park Güell visit

Day 4 Barcelona--Madrid
Travel to Madrid via Zaragoza
Basilica of the Virgin of Pilar visit

Day 5 Madrid landmarks
Madrid guided sightseeing tour: Calle Mayor, Gran Vía, Cibeles Fountain, Puerta de Alcalá, Columbus Square, Royal Palace visit
Tapas dinner
Optional Toledo guided excursion: Toledo Cathedral visit, Church of Santo Tomé visit, St. Mary's Synagogue visit

Day 6 Madrid--Seville
Travel to Córdoba by AVE train
Mezquita guided visit
Travel to Seville

Day 7 Seville landmarks
Seville guided sightseeing tour
Flamenco evening

Day 8 Seville--Costa del Sol
Travel to Costa del Sol via Granada
Alhambra guided visit: Alhambra gardens, Summer Palace, The Medina, Royal Arab Baths, Alcazaba fortress
Generalife Gardens

Day 9 Costa del Sol beach time
Optional Morocco guided excursion: Ferry to Ceuta, panoramic view of Ceuta, Tétouan sightseeing tour, authentic lunch included

Day 10 End tour
Limited air service from Malaga may cause flight itinerary changes



Reserve your Spot!

SIGN UP FOR JUST $50

Tour Center ID: Sandor-7662
Registration deadline: March 27, 2024

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 8 overnight stays (10 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours and city walks as per itinerary
- High-speed Ave train
- Visit to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

Tour investment

Students (travelers under the age of 23): $3,889
Adults (age 23 and over): $4,374

Price reflects savings of $150 scholarship. Sign up by 3/27/2024 and enter code 2025EarlySavings in order to take advantage of this limited-time offer!

Automatic monthly payment plan
Pay just $50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of March 07, 2024, your monthly payment would be just $349.00. (Manual plan also available; learn more on explorica.com/paymentplans.)

Travel protection

Most Explorica travelers protect their investment with one of our trusted plans, starting from just $16 per day. To learn more, visit explorica.com/cfar.

Enroll online,
by phone, or by mail

explorica.com/Sandor-7662

1.888.310.7121

Download and complete
a paper application on
explorica.com/resources

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