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
Tuesday, November 19, 2024; 6:00 p.m.
Bethlehem Elementary School
Library

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. Regular Meeting dated Monday, November 4, 2024

V. Superintendent's Report
   A. Board of Education Student Representative Report
   B. Five-Year District Strategic Plan
   C. Curriculum Development Plan/District State Accountability Results

VI. Committee Reports

A. Curriculum Committee

1. On a recommendation by the Curriculum Committee to accept/approve the following course: (Action Anticipated)
   a. Expressive Art

2. On a recommendation by the Curriculum Committee to accept/approve the following curricula: (Action Anticipated)
   a. AP United States History
   b. Current Topics in Civics
   c. Health 6th Grade
   d. Health 7th Grade
   e. Health 8th Grade

B. Policy Committee

1. On a recommendation by the Policy Committee to accept/approve the following policies: (First Read, No Action Anticipated)
   a. Policy 0200 District Goals
   b. Policy 0521 Nondiscrimination Policy and Notice

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, any parent/guardian of a child enrolled in the Region 14 School District, or any current employee of the Region 14 School District 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

XI. Other Business

XII. Adjournment

Minutes
Regular Meeting of the Region 14 Board of Education
Monday, November 4, 2024; 6:00 p.m.
Bethlehem Elementary School
Library

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

Absent:
Tikva Rose

Also Present:
Brian Murphy, Superintendent
Taryn Fernandez, Director of Teaching and Learning
Maia Colavito, Student Representative

I. Call to Order

Chairman Crocker called the meeting to order at 6:01 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. Approval of Minutes

A. Regular Meeting dated Monday, October 7, 2024

A motion was made by Jim Crocker and seconded by Caren Lipinski to accept/approve the minutes as presented, Chris Griffin abstained, motion carried.

B. Regular Meeting dated Monday, October 21, 2024

A motion was made by Jim Crocker and seconded by Caren Lipinski to accept/approve the minutes as presented, Chris Griffin abstained, motion carried.

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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

IV. Superintendent's Report

A. Board of Education Student Representative Report

Student Rep, Maia Colavito, provided an update on elementary school activities, which included:

- Mitchell Elementary School:
  - School implemented "Soar with your imagination" theme for the year
  - Imagination Walk event on September 27th raised over $3,000
  - Nine community organizations participated in annual open house
- Bethlehem Elementary School:
  - Nonnewaug High School AP Spanish students taught Hispanic heritage to grades 3-5 on October 8th
  - Fifth grade students are participating in Bethlehem Post Office Christmas stamp design contest

B. Nonnewaug High School Open House Update

Superintendent Murphy reported

- Event was held on Saturday, November 2nd and featured building renovations and new barn/maintenance/sugar shack facilities
- Elizabeth Webb traveled from Pennsylvania for horse barn dedication ceremony in her honor
- Principal Kuslis delivered personalized dedication speech based on research of Elizabeth Webb's contributions
- Culinary students provided refreshments/Student band performed during the event
- Multiple community members praised the renovated facilities and ceremony

NOTE: Superintendent Murphy informed the Board that the regular meeting scheduled for Tuesday, November 19th will be held in the library at Bethlehem Elementary School due to the Bookfair at Mitchell Elementary School/Flanders Room.

V. Committee Reports

A. Agriscience Committee Update

Carol Ann Brown recapped the meeting held earlier in the evening. The first meeting of the Agriscience Advisory is scheduled for Thursday, November 7th

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with a second scheduled for March 7th. Members of the advisory, in addition to Ms. Brown, include Tikva Rose, Caren Lipinski and Chris Griffin.

B. Policy Committee
On a recommendation by the Policy Committee to approve the following Policy (Second Read/Action Anticipated)

1. Policy 4000.1/4200.1/5145.44 – Sexual Harassment/Title IX (Personnel – Certified/Non-Certified/Students)

   A motion was made by Chris Matta and seconded by Caren Lipinski to accept/approve the policy as presented, all in favor, none opposed, motion carried unanimously.

C. Safe Schools Committee Update
Chris Matta, Chair of the Safe Schools Committee, provided an update on the recently held meeting. Though the meeting adjourned due to lack of a quorum, those persons remaining engaged in discussions that included evacuation drills, safety assessments, the SRO hiring process for Mitchell Elementary School, drill requirements, and student privileges. There were no motions.

VI. Board Chair Comments

Chairman Crocker expressed his appreciation to each of the Board members for their dedication, experience, and commitment to the benefit of our students, staff, and communities. He reiterated the four focus groups and status of district projects. He also thanked those who were instrumental in orchestrating the successful open house at Nonnewaug High School.

VII. Privilege of the Floor

There was none

VIII. Old Business

A. Reconstitution of the NHS Renovate to New Building Committee/Additional Member Retroactive to October 21, 2024

Motion

Due to an oversight at the last regular meeting, Chairman Crocker made a motion to include J.P. Fernandes as a member of the reconstituted Building Committee retro-active to October 21, 2024, seconded by Alice Jones, all in favor, none opposed, motion carried unanimously.

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IX. New Business

A. Donations to the NHS Music Department: Taryn Fernandez reported
A number of instruments were donated to the Nonnewaug High School Music Department:

(1) Jupiter JTB-730 Trombone with a value of $1800 donated by Lee Walkup and Fred Rossomando "Horns for Kids"

(1) Yamaha 650 Clarinet with a value of $2300 donated by Sandy Carlson and Edward Dzitko

(1) Mendini MTS-PL Tenor Saxophone with a value of $300 donated by Sandy Carlson and Edward Dzitko

(1) Donation of mouthpieces and reeds with a value of $400 donated by Sandy Carlson and Edward Dzitko

A motion was made by Jim Crocker and seconded by Michael Carbonneau to accept/approve the donations as presented, all in favor, none opposed, motion carried unanimously.

X. Other Business

There was none

XI. Adjournment

A motion was made by Jim Crocker and seconded by Chris Griffin to adjourn the meeting at 6:23 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

Minutes created with assistance of Circleback AI"

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Regional School District 14 New Course Proposal

Course Title: Therapeutic Art; Artful Reflection; Expressive Explorations; Art & Mindfulness; Art From Within; Creative Outlet (Name not fully decided yet)

Grade Level(s): 9-12

Department: Art

Faculty Member(s) Submitting Course Proposal: Genna Riggi

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 would live in the art department where students can learn new forms of self-expression to create a strong sense of mindfulness and management of emotions. The main focus of this course is on the process of creating works of art that focuses on the process, rather than the final product.This would be a .5 credit.

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.)*

This course offers an additional offering to the art department that is tailored to speak to the expressive elements within art materials and techniques that fine art and digital art courses do not offer to the same degree. The anticipated impact that this course would have on students would be a life-long skill set that students can attain in processing difficult emotions and experiences in order to better understand themselves and the environment around them. This life long skill set can also offer direction and clarity that is authentic to interpersonal needs to assist students in navigating their life despite external expectations and demands.This course offers students the ability to work organically nand abstractly which builds strong problem solving skills in all areas of their life (academics, athletics, social, familial, etc.).

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

This course would NOT require students to have a prerequisite.

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

- *Develop a life skill to identify, process and manage emotions.*
- *Improve overall adjustment and function as a human being*
- *Embrace life's challenges as a means of growth*
- *Develop an understanding to what a different perspective can offer any situation*
- *Increase ability to communicate, express boundaries and demonstrate self-care practices*
- *Increase problem solving skills using abstract thinking models*
- *Learn how to reset the nervous system*
- *Learn how the body stores emotions/experiences differently than the brain*

VOL Learning Attributes:

- ***VLA.912.TCC.3*** *- I can integrate relevant information to produce multiple valid solutions.*
- ***VLA.912.TCC.4*** *- I can integrate my learning to adapt to experiences in the classroom, career and life.*
- ***VLA.912.CCE.3*** *- 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.*
- ***VLA.912.DE.2*** *- I can honor my own feelings and show empathy toward others through my actions.*
- ***VLA.912.DE.3*** *- I can recognize my triggers, use appropriate coping strategies, and access relevant resources to help regulate my emotional response.*
- ***VLA.912.TI.1*** *- I can implement a realistic plan and adapt when necessary to achieve my goals.*
- ***VLA.912.P.1*** *- I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.*
- ***VLA.912.P.2*** *- I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.*
- ***VLA.912.P.4*** *- I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.*
- ***VLA.912.AA.3*** *- I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.*

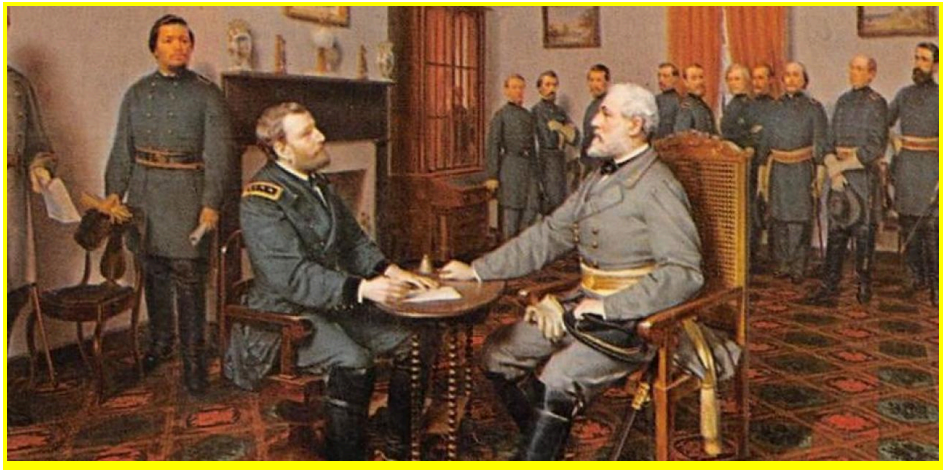
Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

- *Emotions CBT wheel*
- *Stages of grief*
- *Identification of materials & how they relate to emotions*
- *Expressive Therapies Continuum*
- *El Duende Process Painting Technique*
- *Soul Collage*
- *Assessment*
- *Altered books*
- *Creative Journaling*
- *Emotional Freedom*
- *Bilateral drawing to identify and process stored emotions/trauma*
- *Healthy communication techniques through visuals*
- *Somatic Drawing*

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

- *Curriculum writing time (2 professional days - approx.14 hours)*
- *Supply cost: $500-$750*
- Kim Goia for the therapeutic support in classes as needed

AP UNITED STATES HISTORY CURRICULUM



Grade Level(s): 10-12

Curriculum Author(s): Michael Sturges

Course Description: Advanced Placement United States History is designed to prepare students for post secondary history classes and to prepare them for the AP Exam. The course has two primary goals, to think and write like a historian and to develop a comprehensive knowledge of US history content. Both of these goals are derived from the College Board Course and Exam Description document. To satisfy the content goal, the course covers pre contact Native American cultures through to the current day with a heavy emphasis on primary source documents as well as scholarly works from college level US history survey courses. The skills goal, which is referred to as historical thinking, is met through document analysis, argument development, and historical reasoning. College Board divides US History into nine units and this course adopts that approach for the organization of its units.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Period 1 1491-1607	What is History?	History is a collection of documents and evidence, interpreted by historians to explain cause and effect, change and continuity, and make comparisons to better understand the contemporary United States.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); AA1(9-12)
Period 2 1607-1754	Who are Americans and when did they first emerge as a distinct group from the colonial setting?	Americans were first described by outside observers in this period as a loosely held together group of people sharing similar attitudes, folkways, and beliefs regarding political power and democracy, which drew from the realities of frontier, colonial life, as well as the political philosophies of the Enlightenment.	TCC2(9-12); TCC3(9-12); CCE2(9-12); CCE4(9-12); P3(9-12)
Period 3 1754-1800	What are the American answers to the ancient problems of politics?	Americans developed a system of checks and balances which rely on tensions between powers and locales to maintain popular sovereignty to the greatest extent possible.	TCC2(9-12); TCC3(9-12); CCE1(9-12); CCE4(9-12)
Period 4 1800-1848	How will the United States grow into a large nation while simultaneously remaining committed to the systems and values of its founding?	The US experienced a period of intense demographic and territorial growth in which tensions over slavery and westward expansion caused political, social, and economic rifts to develop between sections which would later erupt into the Civil War.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12); TCC2(9-12); CCE3(9-12)
Period 5 1848-1877	How do multiple visions of the United States compete to guide the future of	The issue of slavery proved too much for the political system of the	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12);

	the nation?	Constitution to peacefully resolve resulting in secession, war, and a lengthy period of reconstruction	AA1(9-12)
Period 6 1865-1898	Should the US become a modern power by following the examples of other great powers or by charting its own path?	The massive natural resource wealth of the US, combined with the influx of human resources, capital investment, and the innovation fostered by the growth of cities led the US to become the largest economy on Earth.	TCC2(9-12); CCE3(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12)
Period 7 1898-1945	What is the proper relationship of the US to the rest of the world as it grows in wealth and power?	The US emerges from a period of imperialist growth to develop into a military superpower which rises to global leadership.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P3(9-12); AA1(9-12); TCC2(9-12); CCE3(9-12)
Period 8 1945-1980	Can the United States maintain its commitment to its core values while exerting global power and amassing great wealth?	By undertaking the difficult task of “extending the sphere” of freedom and citizenship the US sought to preserve its values while growing more diverse and powerful.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12); TCC2(9-12); CCE1(9-12)
Period 9 1980-present	Has the US reached the apex of its power and what challenges does it face in the modern age?	Once the Cold War ended the US became an international superpower with unprecedented influence over global affairs, but new threats challenge its security.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12); TI3(9-12)

Unit 1 - Period 1 1491-1607

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**

Understandings: Students will understand that… ● There was a thriving and diverse world in the Western Hemisphere before European contact. ● Even though different European powers operated their colonial interests differently, all had to balance the demands of finding labor, extracting value, and extending the political tensions of Europe into the Americas. ● North America and its experience of colonialism differed from that of Central and South America geographically, socially, and politically.	**Essential Questions:** ● How did Native Americans react to the presence of Europeans? ● How does the English Empire differ from that of its colonial rivals? ● How did the unique geography of North America influence both the Natives and earliest settlers?
Students will know... ● The European context of the colonial period including the relevant developments in the economy, culture, and society of Europe. ● Geography of North America and the major Native American cultural groups relevant to each area. ● The ways in which the Columbian Exchange impacted both the New World as well as the Old.	**Students will be able to...** ● Establish a historical context for a period, movement, and event. ● Create and support arguments incorporating culture, geography, and demographics.
Key Vocabulary: Columbian Exchange, Aztec, Maya, Inca, Protestant Reformation, Counter Reformation, slavery, Eastern Woodland, Mississippi River System, Great Plains, Pacific Rainforest, Southwestern Desert,	
Assessment Evidence	
Performance Tasks: Summative Timeline Task: Students will compare the development of two APUS themes (from the College Board Course and Exam Description or CED) and create a timeline for period 1+2 (1491-1754) in which they choose and arrange critical events to construct an argument of their own creation in response to the essential question of the unit. *This unit shares a summative assessment with Unit 2 because they are both weighted lower than units 3-8 on the AP exam)* **CCE4, TCC2**	**Other Evidence:** Interim tasks ● Create a Short Answer Question (SAQ): Students will choose from a menu of primary source documents from period 1 and create an analysis question, a connection to context question, and a historical reasoning task based on the document they chose. **P2** ● Multiple choice quizzes (MCQ) from the AP classroom portal to simulate the AP exam. **TCC2**
Learning Plan	
● Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**	

- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students will complete a 1491 vs 1763 map activity in which they compare the political geography of the Americas through three maps: one of the pre-contact Western Hemisphere, one of their own choosing at a logical midpoint they feel is necessary to understanding the evolving claims to territory in the Americas, and lastly one showing the Americas at the end of the Seven Years War, Students will complete the 1491 and a “mid-point” map of their choosing during this first unit. **TI2, CCE4,TCC2**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in US Colonial History, Taking Sides US History

Unit 2 - Period 2 1607-1754

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

- I can assess my past successes and mistakes to change my approach. **AA2(9-12)**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**

- I can integrate relevant information to produce multiple valid solutions. **TCC3(9-12)**
- I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success. **CCE2(9-12)**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. **P3(9-12)**

Understandings: Students will understand that…

- The American colonies of Britain each had distinct reasons for their foundings and that these foundings were each reflective of different aspects of British society, economy and political realities.
- Each of the American colonies had to accommodate the realities of a new geography, Native American relations, the demands of the Atlantic world and its economy.
- Different colonies each developed different political systems, societies, and economies.
- Conflict in Europe influenced the lives of the American colonists.

Essential Questions:

- When is it appropriate to recognize “Americans” as an identity distinct from European peoples?
- What did it mean to be an American before the United States existed?
- Which colonial experiences proved to be formative of the American worldview in the Revolutionary Era and Early Republic?

Students will know…

- The reasons for the founding of each colonial region and how they developed into different societies by the 1750s.
- Native Americans in the 17th and 18th centuries were often faced with choices chosen by Europeans that reflected the interests of the colonial empires rather than that of the local natives.
- European balance of power politics had significant impact on the lives

Students will be able to...

- Construct a timeline which incorporates the relevant context and themes of events to show causation as well as change and continuity over time.
- Read for information independently.
- Analyze arguments in both primary and secondary sources.

Key Vocabulary: mercantilism, Enlightenment, federation, confederation, benign neglect, democracy, republic, Algonquin, Powhatan, Iroquois

Assessment Evidence	
Performance Tasks: ● Summative Timeline Task: Students will compare the development of two APUS themes (from the College Board Course and Exam Description or CED) and create a timeline for period 1+2 (1491-1754) in which they choose and arrange critical events to construct an argument of their own creation in response to the essential question of the unit. **CCE4, TCC2** *This unit shares a summative assessment with Unit 1 because they are both weighted lower than units 3-8 on the AP exam)*	**Other Evidence:** Interim assessments ● Multiple choice quizzes (MCQ) from the AP classroom portal to simulate the AP exam. **TCC2** ● DBQ practice essay writing **CCE4, AA2, P2** ● DBQ essay outlines **CCE2, P2**

Learning Plan
● Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1** ● Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3** ● Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace. ● Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2** ● Students will begin their digital portfolio of DBQ/LEQ work by producing their first DBQ practice samples. Students will do two for peer review (one in small groups, one solo) focusing on gaining familiarity with the DBQ rubric and then a third teacher graded classwork DBQ to serve as their year long baseline score. **AA2, CCE2, P3** ● Students choose to compare and contrast the governments of either the Chesapeake colonies or the New England colonies with either the Powhatan Confederacy or the Iroquois Confederation systems through a series of graphic organizers with brief student led discussion of the important similarities and differences and which are most significant to the eventual development of our current US system of government. **CCE4**
Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in US Colonial History, Taking Sides US History

Unit 3 - Period 3 1754-1800

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**

- I can integrate relevant information to produce multiple valid solutions. **TCC3**
- I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias. **CCE1**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4**

Understandings: Students will understand that...

- The Seven Years War changed the British attitude towards the American colonies and was the source of many tensions which would later cause the American Revolution.
- The American argument for independence was based on both the effort to preserve British Rights and to also seek greater opportunities as a separate power.
- American founders blended the teachings of the Enlightenment, the political practices of the thirteen colonies, and the British system of government to create the US Constitution.
- Many precedents set in the early republic continue to exert influence over our government and culture to this day.

Essential Questions:

- Why did Americans eventually come to support independence?
- What are the roots for the American system of government?
- Why did the Founders of the US decide to replace the Articles of Confederation?
- In what ways does the US Constitution represent a series of compromises between various groups within the young United States?

Students will know…

- The steps taken to preserve British rights for Americans and the back and forth of American protests and assertions of British authority.
- The reasons for the eventual American victory in the War for Independence.
- The structure established in the Articles of Confederation and the shortcomings which caused them to be replaced.
- The multiple plans and interests which compromised to create the US Constitution.
- The basic structure of the US Constitution and how it reflects Enlightenment concepts as well as the colonial experience.
- How the Washington Administration set forward a series of precedents which guided the US government for generations.
- How a two party political system developed in the Early Republic.

Students will be able to...

- Identify patterns among or connections between historical developments and processes.
- Identify a source's point of view, purpose, historical situation, and/or audience.
- Assess the strengths and weaknesses of historical arguments.

Key Vocabulary: Montesquieu, Rousseau, Locke, Separation of Powers, Checks and Balances, Popular Sovereignty, Olive Branch Petition, Sugar Act, Stamp Act, Tea Act, Coercive Acts, Boston Massacre, Sons of Liberty, Boston Tea Party, Continental Congress, *Common Sense,* Declaration of Independence, Battle of Ticonderoga, Battle of Yorktown, Articles of Confederation, Constitutional Convention, Virginia Plan, New Jersey Plan, Connecticut Compromise, Federalist Papers, cabinet, Alien and Sedition Acts, Virginia and Kentucky Resolves, the election of 1800

Assessment Evidence

Performance Tasks:

- Summative: MCQ Test incorporating periods 1,2,3. **CCE1**

Other Evidence:

Interims

- DBQ exercise on the sources of the US Constitution **CCE4, AA2, P2**
- SAQ interim on the iconography of the Revolutionary era **P2**
- DBQ outlines **CCE2, P2**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students will complete their first student-led historical review in small groups in which they assess the strengths of two historians debating a topic relevant to period 3 and present their assessment to the class. **CCE1**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in US Colonial History, Taking Sides US History Part 1

Unit 4 - Period 4 1800-1848

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC2(9-12)

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3(9-12)**

Understandings: Students will understand that... ● Political parties are based in a constituency which has dynamic economic, social, and cultural interests. ● Slavery and westward expansion combined to destabilize the political balance of the early republic. ● The industrial revolution in the US had many advantages over that of Europe. ● Attitudes about the role of the Presidency changed as the US expanded far beyond its original scope. ● Slavery exerted massive influence on American economic, social and political life.	**Essential Questions:** ● Is a two party system inevitable in US national politics? ● Can the US grow and thrive while divided over slavery? ● Why did the US become the world's largest economic power by the close of the nineteenth century? ● How did the Age of the Common Man both extend and limit American democracy? ● Can the freedom and prosperity of one person be bought at the expense of another's?
Students will know... ● Slavery became deeply intertwined with nearly all aspects of American life after the Cotton Gin, Louisiana Purchase, and Industrial Revolution. ● The extension of voting rights in the 1820s fundamentally changed the politics of the US by establishing national professional political parties devoted to presenting a platform to a large constituency. ● The groundwork for international economic dominance was laid before the American Civil War through amassing capital, extending a national infrastructure system, and cultivating a national consumer market. ● The Second Great Awakening set American culture and politics onto a different trajectory from the Old World by infusing politics	**Students will be able to…** ● Explain a historical concept, development, or process. ● Use historical reasoning to explain relationships among pieces of historical evidence. ● Explain how claims or evidence support, modify, or refute a source's argument.

with a personal moral dimension that would drive reform crusades for the next century. ● The US developed a system of slavery that was distinct from others in world history.	

Key Vocabulary: Sectionalism, American System, Louisiana Purchase, Nullification Crisis, Second Party System, Missouri Compromise, Mexican-American War, Transcendentalism, Marshall Court, Second Great Awakening, Telegraph, Underground Railroad, Abolitionism, boom and bust cycle, nativism, Seneca Falls Convention, Temperance movement, Common Schools movement, War of 1812,

Assessment Evidence

Performance Tasks: Summative Students will create a presentation in which they answer the question below from the perspective of any two APUS themes. This presentation will be graded using the DBQ rubric. *In what ways does the "Age of the Common Man" represent a turning point in US History?*	**Other Evidence:** Interim: DBQ teacher graded MCQ quizzes

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students will create in small groups a preliminary version of their summative presentation on the question "*How does the Missouri Crisis represent a turning point in American Politics?"* which will be graded using the DBQ rubric as a classwork. **CCE3, AA2, DE1, TCC2**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in the Early Republic, Taking Sides US History Part 1

Unit 5 - Period 5 1844-1877

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.Civ.13.a** Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., moderate and radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).
- **US.Civ.5.a** Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**

- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**

Understandings: Students will understand that…	**Essential Questions:**
• The controversy over slavery and westward expansion overwhelmed the institutions of American life and brought on secession and war. • The Civil War was the largest and most costly conflict in American history. • Reconstruction was a complex and controversial effort to remake the US into a modern unified state.	• Why did the normal political and social institutions which had held the US together for generations fail to continue to contain the slavery debate? • What did the birth of the Republican Party represent in American politics? • How did the Union win the Civil War? • Was Reconstruction a failure?
Students will know… • The Second Party system proved unable to contain the debate over slavery and westward expansion after the Mexican-American War. • How the northern and southern economies grew in different ways resulting in different societies. • The relative advantages and disadvantages of both the Union and Confederacy. • How the Union leveraged its industrial, logistical, and demographic advantages to win the Civil War. • How slavery ended through the efforts of the Union military, northern political leadership, and African Americans themselves. • How Reconstruction efforts were met with widespread resistance and were ultimately abandoned with mixed results.	**Students will be able to…** • Compare the arguments or main ideas of two sources. • Explain the point of view, purpose, historical situation, and/or audience of a source. • Explain a historical concept, development, or process. • Explain how a historical development or process relates to another historical development or process.

Key Vocabulary: Whigs, Democrats, Compromise of 1850, Free Soilers, Republicans, Texas Annexation, Wilmot Proviso, Secession, Homestead Act, KKK, Reconstruction Amendments, Freedman's Bureau, Radicals, Redeemers, Impeachment, Compromise of 1877

Assessment Evidence	
Performance Tasks: Summative:	**Other Evidence:** Interim:

Teacher graded DBQ essay using the College Board rubric or Summative thematic timeline covering period 5 from the perspective of any two themes while incorporating historical reasoning skills from the LEQ/DBQ rubric. **P2, P3, CCE4**	MCQ and SAQ interim quizzes **TCC2, TI2** Practice DBQ in small groups **P2, P3, CCE4**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1(9-12)**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3(9-12)**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4(9-12), TCC2(9-12)**
- Class debate on the question *"Was the Civil War inevitable?" or "Was Reconstruction a Failure?"* **CCE4(9-12), DE1(9-12)**
- Students compare and contrast two historians who disagree on the question above not chosen by the class for debate to model historical reasoning, argumentation, and use of evidence. **CCE4(9-12), DE1(9-12)**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American History part 1, Taking Sides US History part 1

Unit 6 - Period 6 1865-1898

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **INQ 3.a** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.4.a**. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).
- **US.His.12.a.** Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917)
- **US.Eco.12.a.** Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).
- **US.His.10.a.** Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).
- **US.His.1.a.** Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights). US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. **P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**

Understandings: Students will understand that…

- In the aftermath of the Civil War, the US grew to become the largest economy in the world.
- Cities unleashed massive demographic, economic, and political change in the US creating a modern society.
- The realities of industrial capitalism shaped American culture and society throughout the Gilded Age.
- The US sought a greater role in international affairs and greater access to natural resources and overseas markets.

Essential Questions:

- How would each region of the US fit into a new American system based on both domestic manufacture and international trade?
- How would the growing influence of cities change older cultural and political norms based on a more rural and agricultural way of life?
- Can older ideas of self sufficiency and independence survive in an interconnected industrial/urban America?
- Can the US political system adapt to a new society and economy characterized by large gaps in wealth and opportunity?

Students will know…

- How Urbanization, Industrialization, and Immigration mutually reinforced one another to drive economic and population growth in the latter half of the 19th century.
- How the interests of Capital and Labor provoked a series of clashes which dominated the economy and politics of the era, setting the stage for the waves of reform that followed.
- How the immigrant experience of this era compares to those which preceded and followed.
- How technological innovations catalyzed the US economy.

Students will be able to…

- Use historical reasoning to explain relationships among pieces of evidence.
- Explain how a specific historical development or process is situated within a broader historical context.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

Key Vocabulary: Urbanization, Industrialization, Immigration, Gilded Age, Populism, Social Darwinism, Restrictionism, Gospel of Wealth,	
Assessment Evidence	
Performance Tasks: Summative: Teacher graded DBQ essays using the College Board rubric or MCQ/SAQ mini exam test. **P2, P3, CCE4**	**Other Evidence:** Interim: MCQ and SAQ interim quizzes **CCE1, TCC3** Political party/ movement graphic organizer **TCC2, CCE4, TI2**
Learning Plan	
• Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1** • Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3** • Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace. • Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2** • Students complete a graphic organizer charting the constituencies and interests of the political movement of their choice. These organizers include the groups who supported the party, the issues and policies which drove them, and the political outcomes of these movements. **TCC2, CCE4, TI2** • Students will conduct a three way debate on which historical force (Urbanization, Immigration, or Industrialization) was the most potent force in creating the America we live in today. **CCE3**	
Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American Urban and Suburban History, Major problems in American Immigration History, Taking Sides US History part 1	

Unit 7 - Period 7 1890-1945

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US. Inq. 3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US. Inq. 4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
- **US. His.1.b.** Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).
- **US. His.4.b.** Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).
- **US. His.14.a.** Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).
- **US. His.14.b.** Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).
- **US. His.16.b.** Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).
- **US. His.4.c.** Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).
- **US. His.4.d.**Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).
- **US.Civ.2.a.** Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).
- **US.Eco.8.a** Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).
- **US.Hist.16.c** Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).
- **US.Hist.16.d** Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from

historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).
- **US.Hist.1.d** Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3**

Understandings: Students will understand that…
- The US became a world economic, military, and political superpower through leveraging its unique geography as well as its natural and human resources.

Essential Questions:
- Can a constitution designed for a few million farmers in a relatively small territory adapt to accommodate a world superpower with a diverse population of over 100 million?

• The US experienced a period of controversy over how to adapt to its new size and power while keeping true to the foundational ideas of the Revolutionary Era. • The US entered this era as an agricultural, rural society but by 1945 was an urban industrial society, forcing a reevaluation of American Identity. • American participation in two world wars permanently altered its role in the world and its relationship to its allies. • A culture characterized by regional variations gave way to an American cultural mainstream due to the development of new technologies and the influence of popular culture. • The integration of the American economy into a nationwide industrial power brought great prosperity as well as new vulnerabilities.	• How did the new technologies of film and radio remake American culture? • To what extent was the US truly isolationist? • Are American values universal or only appropriate for Americans? • Is America a people, a place, or an idea? • How should the US economy be structured to extend its benefits equitably and what is the proper role of the government in direction of the US economy?
Students will know... • The various reform movements of the Progressive era and how they relate to those of the Second Great Awakening as well as the programs of the New Deal. • The outcomes of American interventions in Latin America, Asia, and the Pacific as the US sought to extend its global influence. • The causes of US intervention in the First World War. • The influence of radio and film in creating a more unified American popular culture and the influence of the pop culture around the world • The causes of the Great Depression and the impact of the New Deal • The role of the United States in the Second World War. • How the Cold War began.	**Students will be able to...** • Explain a historical concept, development, or process. • 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 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.
Key Vocabulary:	
Assessment Evidence	
Performance Tasks: Summative -Annotated Thematic timeline including foreign policy and economic	**Other Evidence:** Interim -LEQ practice essay in small groups and a teacher graded practice

policy **CCE4, TCC2**	-World Wars annotated map exercise comparing US action across the globe from 1890-1945 **P2, P3, CCE4** -MCQ and SAQ content quizzes **CCE1, TCC3**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students engage in a series of small discussions in a gallery walk format with alternating roles in which they serve as experts in specific areas of the globe and argue the case of whether or not US action there between 1890 and 1945 was consistent with established US values like Freedom, Democracy, etc… **CCE3, DE1, TI2**
- Students will complete graphic organizers comparing the pre-war periods of 1914-1917 with 1939-1941 and assess the extent to which the US was neutral in both conflicts before direct US intervention. **CCE4, TCC2**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American History Part 1, Taking Sides US History part 2

Unit 8 - Period 8 1945-1980

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **US.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.14.e.** Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- **US.His.1.f.** Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.
- **US.His.5.a.** Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un- CT Social Studies Standards -DRAFT 9- page 90 American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).
- **US.His.5.b**. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).
- **US.His.15.a.** Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).
- **US.Civ.5.b.** Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- **US.Civ.5.c.** Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).
- **US.His.11.a.** Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).
- **US.His.14.e** Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- **US.Civ.5.b** Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- **US.His.5.b** Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can engage others in meaningful conversations while respecting multiple perspectives. **CCE1(9-12)**

Understandings: Students will understand that…

- The Cold War was primarily a political conflict of economies, cultures, and technology rather than a direct military conflict between rival superpowers.
- Cold War interests came to influence every aspect of American life.

Essential Questions:

- What were the causes of the US post war economic boom and how were the benefits of prosperity distributed?
- How can we balance national security interests with the values of freedom and equality?
- To what extent are we responsible for the freedoms of our fellow

• The longstanding struggle for equality reached a climax in which the relationship between the federal government and the states was altered to better secure equal rights for all. • The US became the world center for high technology. • A mainstream of popular culture based on television, music, films, and print media developed over the course of the 20th Century.	citizens and to what extent is the government an effective tool for achieving social, economic, and political equality of opportunity? • What advantages positioned the US to become the world leader in high technology? • What version of America was reflected back to Americans and the world through popular culture? Who was left out?
Students will know… • The US experienced another Red Scare which permeated society, culture, and politics. • The federal government engaged in many programs to alleviate poverty, address environmental damage, extend homeownership, strengthen the education system, and promote racial equality. • The US drastically changed its foreign policy to adjust to a new position as a military and economic superpower, causing controversy within American society. • The Cold War provoked a series of technological advancements including computer and networking technology, consumer electronics, energy generation, and the space program. • The Civil Rights Movement of the 20th Century represented a renewed clash between the federal government and the states over personal liberty, states rights, and racial justice. • A Cold War era consensus of pop culture and anti-communism was established as well as challenged when it failed to reflect all of American life comprehensively or accurately.	**Students will be able to...** • Identify patterns among or connections between historical developments and processes. • 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. • Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. • Explain how a specific historical development or process is situated within a broader historical context.
Key Vocabulary: McCarthyism, HUAC, Marshall Plan, Truman Doctrine, NATO, United Nations, Suburbia, mass media, popular culture, Great Society, stagflation, Warren Court, Vietnam, American Indian Movement, National Organization of Women, OPEC embargo, Watergate, Congress on Racial Equality, Southern Christian Leadership Conference, Student Nonviolent Coordination Committee, Dixiecrats, NASA, Silicon Valley	

Assessment Evidence	
Performance Tasks: Summative: LEQ essay on a period 8 prompt of the students choice **P2, P3, CCE4**	**Other Evidence:** Interim Assessments: -Practice LEQ using College Board rubric **P2, P3, CCE4** -World Map of Cold War clashes, alliances, and incidents **CCE4, TCC2** -MCQ and SAQ content quizzes **CCE1, TCC3**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students will engage in verbal LEQ arguments on a series of period 7 and 8 prompts to prepare arguments for the unit summative. **CCE4**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American History Part 1, Taking Sides US History part 2

Unit 9 - Period 9 1980-Present

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **INQ.3.a** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.1.g.** Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).
- **US.His.1.h.** Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War. CT Social Studies Standards
- **US.His.2.a**. Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).
- **US.His.15.b.** Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).
- **US.Civ.13.b.** Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS" public information campaign, Immigration Reform and Control Act).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. **P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**
- I can formulate and investigate probing questions to further my learning. **TI3(9-12)**

Understandings: Students will understand that...

- As the US exited the Cold War and became the sole superpower its position as the center of world affairs remained.
- The US developed from an industrial manufacturing economy into a service based information economy.
- The US remained the destination for millions of immigrants, and the sources of those immigrants once again changed.
- The struggle for equality, inclusion, and dignity continued and evolved after the Civil Rights movement.

Essential Questions:

- How do the threats facing the US evolve after the end of the Cold War?
- Who wins and who loses when the US moves into an information based economy?
- How will the US address the demographic and economic challenges brought on by changing lifestyles and social norms?
- Where does the US go from here?

Students will know…

- US foreign policy remained interventionist and international even after the end of the Cold War
- The decline of the manufacturing sector was not felt evenly across the US leaving some demographics and regions behind while others thrived.
- The threat of other nations attacking the US directly subsided as the Cold War ended though the threats of international terrorism, authoritarians, and domestic terrorism increased.

Students will be able to…

- Compare the arguments or main ideas of two sources.
- 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.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

Key Vocabulary: Internet, NAFTA, September 11, 2001, Dissolution of the USSR, China, North Korea, Reagan Revolution, Iraq, Iran, Sun Belt, Rust Belt

Assessment Evidence	
Performance Tasks: Summative: MCQ, SAQ exam on period 9 **CCE1, TCC3**	**Other Evidence:** Interim Assessments: -Build an SAQ assessment **CCE1, TCC3** -LEQ Practice essay

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American History Part 1, Taking Sides US History part 2

CURRENT TOPICS IN CIVICS CURRICULUM



Grade Level(s): 10 - 12

Curriculum Author(s): Marisa Christoff, Rebecca Trzaski

Course Description: Current Topics in Civics is a half year course that provides students with the opportunity to connect local, regional,and national problems with our governmental process. Students will analyze the process of citizenship, branches of government, and the individual's place in a democratic society through a contemporary issues lens. Various viewpoints and perspectives on civic topics and the exploration of active citizenship will be incorporated throughout the course. *This class fulfills the civics requirement for graduation.*
(Humanities, .5 credit)

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Foundations of American Democracy	How do the structures and functions of the United States government depend upon the participation and civic engagement of its citizens?	The U.S. Constitution creates a separation of powers as well as checks and balances in order to protect against tyranny. Civic engagement and citizen participation are crucial to preventing tyranny.	**TCC2(9-12); TCC4(9-12); CCE1; CCE4 (9-12); AA4 (9-12)**
Contemporary Issues in the Legislative Branch	What is the most important current issue facing the legislative branch? How should this issue be addressed by elected officials?	There are many important issues that currently face our elected officials. Elected officials consider their own values as well as how their constituents, donors, and party members feel when considering these issues.	**TCC1(9-12); TCC2(9-12); TCC3(9-12); TI1(9-12)**; **TI2(9-12); TI3(9-12); AA4(9-12)**
Contemporary Issues in the Executive Branch	What is the most important current issue facing the executive branch? How should this issue be handled by the executive branch?	The executive branch needs to work with their party and Congress to make lasting policy change.	**TCC1(9-12); TCC2(9-12); TCC3(9-12); TI1(9-12); TI2(9-12); TI3(9-12); AA2(9-12); AA4(9-12)**
Contemporary Issues in the Judicial Branch and the Final Exam Inquiry Research Project	What is the most important current issue facing the judicial branch? How should this issue be handled by the judicial system? ***Students will research a current event and create their own essential question to research for their final exam project. Students will answer their self-created essential question by connecting it to a constitutional issue and using evidence to defend their response.	Each year the Supreme Court decides which cases they will hear during the term. Their rulings, as well as those of other courts, create precedent that impact law throughout the land.	**TCC1(9-12); TCC2(9-12)**; **TCC3(9-12); TCC4(9-12)**; **TI1(9-12)**; **TI2(9-12)**; **TI3(9-12); TI4(9-12)**; **AA1(9-12)**; **AA2(9-12); AA3(9-12); AA4(9-12)**

Unit 1 - Foundation of American Democracy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.Inq.1.a.** Explain how a question reflects an enduring issue in the United States Government
- **CG.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **CG.Inq.4.a**. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **CG.His.5.a.** Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke). CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).
- **CG.Civ.4.b.** Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).
- **CG.Civ.4.d.** Explain how federalism led to conflict between states and the federal government
- **CG.Civ.2.c.** Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.1**: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

- **TCC1(9-12):** I can ask purposeful, insightful questions to find a variety of innovative solutions.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **TCC3(9-12):** I can integrate relevant information to produce multiple valid solutions.
- **TI1(9-12)**: I can implement a realistic plan and adapt when necessary to achieve my goals.
- **TI2(9-12):** I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- **TI3(9-12):** I can formulate and investigate probing questions to further my learning.
- **AA4(9-12):** I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that…	**Essential Questions:**
• The framers' created a bicameral legislature to ensure careful debate and deliberation within what they saw as the most powerful branch and to limit the impact that the whims of the people could have on the government. • Checks and balances strengthen our government to help ensure its preservation. • State laws follow a similar process to national laws in their creation. • The separation of powers between state and national governments is known as federalism.	• What was the framers' purpose in constructing the U.S. government with a separation of power? • To what extent are the checks and balances within the U.S. government still necessary today?
Students will know…	**Students will be able to…**
• What a social contract is and how the enlightenment influenced the framers of the Constitution. • The meaning of the terms liberal, moderate, and conservative • The major sections of the US Constitution • That constitutional interpretation begins with the preamble • That the preamble can also inform federal and state budgets • That separation of powers, check and balances, federalism, and large/small state compromises all help protect against tyranny • How the Bill of Rights protects the individual against the federal government	• Explain how the American political system provides for choice and opportunities for participation. • Make evidence-based arguments pertaining to constitutional issues in an op/ed piece.. • Access periodicals for research pertaining to the Media Bias Activity • Create their own federal budget slideshow and justify spending changes based upon the preamble of the Constitution • Utilize the media bias chart created by AllSides • Explain the difference between strict and broad construction of the Constitution.
Key Vocabulary: Government, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, federalism, constituents, enumerated powers, implied powers, concurrent powers	

Assessment Evidence	
Performance Tasks: **Summative:** Students choose how to share their ideas and research responding to the questions: How do the structures and functions of the United States government depend upon the participation and civic engagement of its citizens? Options include writing an evidence-based op/ed piece pertaining to a current topic with a Constitutional issue. **TI2, TI3, TCC1, TCC2**	**Other Evidence:** **Options for two interims include:** Socratic Seminar pertaining to the Bill of Rights, Research one topic across the political spectrum using the media bias chart, or Presentation of the Federal Budget slideshow activity. **TI3, TCC3**

Learning Plan

- Review of reading strategies (i.e. pre-reading skills, vocabulary, context clues, etc) **TI2**
- US citizenship test (pre-test) **TI1**
- Map of the U.S. and Electoral College **TI1**
- Content-based vocabulary quiz **TI1, AA4**
- Identification and understanding of the political spectrum and AllSides Media Bias Chart **TCC 1, TCC2, TCC3, TI3**
- Develop success criteria for writing **TI3**

Teacher Resources: The U.S. Constitution, Bill of Rights Institute, UpFront Magazine, Newsela, Real Clear Politics, ICivics, The DBQ Project, mimi-DBQ book, 270towin.com, Allsides.com, All Sides Media Bias Chart, theflipside.io, Republican-American, Voices, New York Times, and other news media outlets.

Unit 2 - Contemporary Issues in the Legislative Branch

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **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.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.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.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.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.His.5.c.** Analyze how social contexts shape personal political beliefs and voting behavior.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **CCSS.ELA-LITERACY.RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **CCSS.ELA-LITERACY.RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

- **TCC1(9-12):** I can ask purposeful, insightful questions to find a variety of innovative solutions.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **TCC3(9-12):** I can integrate relevant information to produce multiple valid solutions.
- **TI1(9-12)**: I can implement a realistic plan and adapt when necessary to achieve my goals.
- **TI2(9-12):** I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- **TI3(9-12):** I can formulate and investigate probing questions to further my learning.
- **AA4(9-12):** I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that…	**Essential Questions:**
• Laws shape and reflect the values of society which are ever-changing, therefore our laws are ever-changing. • There are many important issues that currently face our elected officials. Elected officials consider their own values as well as how their constituents, donors, and party members feel when considering these issues.	• How do laws both shape and reflect characteristics of society? • What was the framers' purpose in constructing the legislative branch in a bicameral fashion? • To what extent are the checks and balances within the legislative branch still necessary today? • Are deliberation and compromise necessary for political decision-making? • What are some Connecticut state statutes? How did these statutes become law? • To what extent should state governments operate independently from the national government? • What is the most important current issue facing the legislative branch? How should this issue be addressed by elected officials?
Students will know…	**Students will be able to…**
• The historical context of Article I of the Constitution and constitutional compromises • The differences in the roles and responsibilities of representatives and senators. • How to contact relevant Congressional delegates. • The steps of the legislative process. • What considerations influence Congressional voting habits: lobbying, political parties, constituents, values • Checks and balances of the legislative branch • How public opinion is measured and its influence on legislators.	• Explain the role that deliberation and compromise played, and continues to play, in the lawmaking process in the United States. • Evaluate how laws both shape and reflect characteristics of American society. • Discuss the pros and cons of term limits within the legislative branch.
Key Vocabulary: legislative branch, House of Representatives, Senate, bicameral, separation of powers, checks and balances, current representatives in U.S. Congress, current representatives in the Connecticut General Assembly, census, bill, statute, filibuster, public opinion, polling	

<table>
<tr><th colspan="2">Assessment Evidence</th></tr>
<tr><td>Performance Tasks:
Summative: Students choose how to share their ideas and research responding to the questions: What is the most important current issue facing the legislative branch? How should this issue be addressed by elected officials? TCC1, TCC2, TI3, AA4</td><td>Other Evidence:
Options for two interims include: webquest on the U.S. and/or state government; conducting a legislative simulation involving political parties, party platforms and political communication; contacting your own representative or senator and making a policy suggestion; and/or a Socratic seminar on legislative branch topics. TCC1, TCC2, TI3, AA4</td></tr>
<tr><th colspan="2">Learning Plan</th></tr>
<tr><td colspan="2">Review of research techniques (databases) TCC2
Content-based vocabulary quiz TI1, AA4
Identification and understanding of the political spectrum and AllSides Media Bias Chart TCC 1, TCC2, TCC3, TI3
Reflect on success criteria for writing TI3, AA2</td></tr>
<tr><td colspan="2">Teacher Resources: The U.S. Constitution, Bill of Rights Institute, UpFront Magazine, Newsela, Real Clear Politics, ICivics, The DBQ Project, mimi-DBQ book, 270towin.com, Allsides.com, All Sides Media Bias Chart, theflipside.io, Republican-American, Voices, New York Times, and other news media outlets.</td></tr>
</table>

Unit 3 - Contemporary Issues in the Executive Branch

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **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.Eco.9.a. Describe the roles of the executive branch in developing and implementing economic policies in the United States (**

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.3**: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **CCSS.ELA-LITERACY.RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.RH.11-12.8**: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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

- **TCC1(9-12):** I can ask purposeful, insightful questions to find a variety of innovative solutions.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **TCC3(9-12):** I can integrate relevant information to produce multiple valid solutions.
- **TI1(9-12)**: I can implement a realistic plan and adapt when necessary to achieve my goals.
- **TI2(9-12):** I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- **TI3(9-12):** I can formulate and investigate probing questions to further my learning.
- **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…	**Essential Questions:**
• The executive branch encompasses the president, vice president, and executive agencies and departments. • Presidential Power has expanded overtime as the national	• What does it mean to be an executive? • How has presidential power expanded over time? • What makes a good president?

government has taken a more active role in the lives of citizens. • The president holds many roles and carries many responsibilities. • We have had four presidents who have lost the popular votes but won the electoral votes thereby winning the election.	• Does the President only represent the people who voted them in or the entire United States? • What is the most important current issue facing the executive branch? How should this issue be handled by the executive branch?
Students will know… • The historical context of Article II of the US Constitution. • Important milestones in the history of the Presidency. • The evolving popular expectations for the Presidency. • The distinctions between the multiple roles of the President. • How to identify and collect facts, expert analysis and opinion from a variety of credible sources. • The roles and responsibilities of executive departments. • Specific as well as general differences and similarities between the US presidency and other chief executives in other states. • Checks and balances of the executive branch.	**Students will be able to…** • Make evidence-based arguments comparing the actions of contemporary presidents and executive branch officers to those of the distant and recent past. • Identify key examples, both recent and historical to illustrate the evolving expectations of the US Presidency in a variety of contexts (i.e. political, social, cultural…) • Articulate which actions of the contemporary executive fulfill which constitutional responsibilities outlined in Article II of the US Constitution • Rate the credibility of multiple sources of news, opinion, and analysis from a variety of media and sources. • Identify traits and experience relevant and valuable for presidential candidates.
Key Vocabulary: executive departments, president, cabinet, State of the Union, executive order, diplomacy, veto, electoral college, bipartisanship, impeachment, pardon, clemency, 12th Amendment, 22nd Amendment, 25th Amendment	
Assessment Evidence	
Performance Tasks: • **Summative**: Students choose how to share their ideas and research responding to the questions: What is the most important current issue facing the executive branch? How should this issue be addressed by elected officials? **TCC1, TCC2, TI3, AA4**	**Other Evidence:** • **Options for two interims include:** project on what makes an effective president; proposal for a new amendment related to the executive branch; and/or a Socratic seminar on executive branch topics. **TCC1, TCC2, TI3, AA4**
Learning Plan	
• Review of research techniques **TCC1, TCC2, TCC3** • Reliable or fake news: review of the CRAAP test **TCC1, TCC2, TCC3**	

- Create success criteria for visual presentations **TI3**
- Peer review of visual presentations through a gallery walk **AA2, AA4**
- Review and adjust writing success criteria **AA2, AA4**
- Content-based vocabulary quiz **TI1, AA4**

Teacher Resources: whitehouse.gov, The U.S. Constitution, Bill of Rights Institute, UpFront Magazine, Newsela, Real Clear Politics, ICivics, The DBQ Project, mini-DBQ book, 270towin.com, Allsides.com, All Sides Media Bias Chart, theflipside.io, Republican-American, Voices, New York Times, and other news media outlets.

Unit 4 - Contemporary Issues in the Judicial Branch

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **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.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States**

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **CCSS.ELA-LITERACY.RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

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

- **TCC1(9-12):** I can ask purposeful, insightful questions to find a variety of innovative solutions.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **TCC3(9-12):** I can integrate relevant information to produce multiple valid solutions.
- **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.
- **TI2(9-12):** I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- **TI3(9-12):** I can formulate and investigate probing questions to further my learning.
- **TI4(9-12):** I can apply my strengths and anticipate challenges to reach my current and future 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.
- **AA3(9-12):** I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.
- **AA4(9-12):** I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that…	**Essential Questions:**
• The Supreme Court has changed their power and relationship	• How did the power of the Supreme Court change over time?

with the states through their rulings over time. ● The Supreme Court has the power to restrain and promote democracy through their rulings. ● Textualists believe that the Constitution should be interpreted through its original intent, while others believe that it is a living document that needs to be interpreted with modern context in mind. ● A passive judiciary does not use the power of the Supreme Court to impact society, while an active judiciary would use its rulings to create policy. ● The Supreme Court has gone through phases where they take power away from the states and give it to the national government as well as phases where they limit the power of the national government in favor of granting powers to the states.	● Does the Supreme Court more often restrain or promote democracy? ● Should the Constitution be interpreted as a living document or through original intent? ● Does a passive judiciary or an active judiciary promote liberty more effectively? ● How does the relationship between the Supreme Court and the states go through cycles of change over time? ● What is the most important current issue facing the judicial branch? How should this issue be handled by the justices?
Students will know… ● How a person is nominated and confirmed to become a Supreme Court justice. ● How a case makes its way through the local, state, and federal court systems. ● How a case in the Supreme Court differs from those in lower courts. ● How the competing legal philosophies influence judicial decisions. ● The significance of landmark Supreme Court decisions and their modern relevance. ● Checks and balances of the judicial branch. ● What factors influence judicial decisions. ● How the Supreme Court's decisions shape the policies of the other branches.	**Students will be able to…** ● Understand the process for nominating and confirming Supreme Court justices. ● Trace the course of a landmark Supreme Court decision through the court system. ● Articulate the lasting significance of Supreme Court decisions and identify their contemporary consequences. ● Construct an evidence based argument for how to apply the Constitution to contemporary controversies. ● Conduct a mock Supreme Court hearing. ● Research cases currently being heard by the Supreme Court. ● Discuss the pros and cons of term limits for judges. ● Explain the Constitutional Dimensions of contemporary controversies.
Key Vocabulary: jurisdiction, criminal law, prosecutor, defendant, civil law, plaintiff, guilt, liability, burden of proof, appeal, appellate court, appellant, petitioner, respondent, state courts, federal district courts, circuit courts, Writ of Certiorari, amicus briefs, lobbying, precedent, majority opinion, concurring opinion, dissenting opinion, Article III of the Constitution, *Marbury v. Madison*, judicial review	

Assessment Evidence	
Performance Tasks: ● **Summative**: Students choose how to share their ideas and research responding to the questions: What is the most important current issue facing the judicial branch? How should this issue be addressed by the justices? **TCC1, TCC2, TI3, AA4** ● **Summative**: Socratic seminar on federalism (sample question: To what extent should state governments operate independently from the national government?) **TCC1, TCC2, TI3, AA4** ● **Final exam project:** Students will research a current event and create their own essential question to research for their final exam project. Students will answer their self-created essential question by connecting it to a constitutional issue and using evidence to defend their response. **TCC1, TCC2, TI1, TI3, AA4**	**Other Evidence:** ● **Options for two interims include:** project on landmark Supreme Court cases; mock Supreme Court hearing; assessment on jurisdiction scenarios; and/or a Socratic seminar on judicial branch topics. **TCC1, TCC2, TI3, AA4**
Learning Plan	
● US citizenship test (post-test) ● Content-based vocabulary quiz **TI1, AA4** ● Develop success criteria for socratic seminars ● How to pick a research topic ● Question Formulation Technique ● Review of research techniques (citation formatting) ● Peer feedback of final exam project	
Teacher Resources: The U.S. Constitution, Bill of Rights Institute, UpFront Magazine, Newsela, Real Clear Politics, iCivics, The DBQ Project, mini-DBQ book, 270towin.com, Allsides.com, All Sides Media Bias Chart, theflipside.io, Republican-American, Voices, New York Times, and other news media outlets.	

6th Grade Health CURRICULUM



Grade Level(s): 6th

Curriculum Author(s): Jillian Chicano

Course Description: In Grade 6 Health class, students will cultivate essential skills for leading healthy lives through units focused on Analyzing Influences, Accessing Information, Goal Setting, Interpersonal Communication, and Healthy Living Skills. They'll develop critical thinking by examining factors shaping their health choices, master research skills to access reliable health information, set and achieve SMART goals to promote well-being, practice effective communication for positive interactions, and acquire practical strategies for maintaining holistic health. Through engaging activities and collaborative projects, students will emerge with the knowledge, skills, and confidence to make informed decisions for their own well-being, fostering a lifelong commitment to health and wellness.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Accessing Information (ANOD/OWDP)	How can accessing accurate information about alcohol, nicotine, other drugs, hygiene practices, and diseases empower individuals to make informed decisions that promote optimal health and wellness?	Accessing accurate information empowers individuals to understand the potential consequences of substance use, recognize the benefits of good hygiene practices, and differentiate between infectious and noninfectious diseases, thus enabling them to make informed decisions that prioritize their overall health and wellness.	TCC2(6-8), TCC3(6-8), TCC4(6-8), DE1(6-8)
Analyzing Influences (HEPA)	How do various influences, both internal and external, shape our choices and behaviors related to healthy eating and physical activity, and how can we make informed decisions to promote our overall well-being?	By critically analyzing internal and external factors and considering their impact on our lifestyle choices, we can develop strategies to promote healthy habits and maintain a balanced lifestyle throughout our lives.	CCE1 (6-8), DE1 (6-8), TI4 (6-8)
Interpersonal Communication	How can effective interpersonal communication skills empower individuals to build positive relationships, navigate social interactions, and resolve conflicts in various contexts?	Effective interpersonal communication skills are essential for fostering meaningful connections, promoting mutual understanding, and resolving conflicts, enabling individuals	CCE4 (6-8), DE2 (6-8), DE3 (6-8), DE4 (6-8)

		to navigate diverse social situations with empathy, respect, and cooperation.	
Goal Setting	How can understanding our strengths and areas for growth empower us to set meaningful goals and seek support to achieve them?	By identifying their strengths, recognizing areas for growth, and setting achievable goals supported by effective planning and collaboration, individuals can enhance their ability to achieve personal and academic success.	TCC4 (6-8), DE2 (6-8), TI1 (6-8), TI4 (6-8)
Sexual Health	How do the physical changes of puberty affect our development, and why is it important to approach these changes with respect and understanding in order to build positive relationships and maintain overall well-being?	Understanding the physical changes of puberty and approaching them with respect and empathy helps individuals navigate their development effectively, fostering positive relationships and promoting overall well-being	TI3 (6-8), DE4 (6-8)

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Accessing Information

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.
ANOD 1.4.8 Describe situations that could lead to first time use of alcohol and other drugs.
ANOD 1.9.8 Describe short- and long-term physical, social, and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).

OWDP 1.1.8 Describe the benefits of good hygiene practices.
OWDP 1.2.8 Explain the difference between infectious, noninfectious, acute and chronic diseases, and the importance of seeking treatment.

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

- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

Understandings: Students will understand that...	**Essential Questions:**
• The potential negative consequences of using alcohol, nicotine, and other drugs, include short-term effects such as impaired judgment and long-term effects on physical health, relationships, and self-esteem. • There are various situations that could lead to first-time use of alcohol and other drugs, such as peer pressure, curiosity, and exposure to family or societal influences. • There are benefits of practicing good hygiene habits, such as handwashing and dental hygiene, in preventing the spread of infectious diseases and promoting overall health and well-being.	• What are the negative consequences of using alcohol and other drugs? • What type of situations can lead to someone using alcohol and other drugs for the first time? • What are the short- and long-term effects these substances can have on our organs, relationships, and how we feel about ourselves? • What are the benefits of good hygiene practices, and how do they contribute to overall health and wellness? • What are the differences between infectious and noninfectious diseases, as well as acute and chronic

• There are differences between infectious and noninfectious diseases, acute and chronic conditions, and the importance of seeking treatment and management for maintaining health and wellness.	conditions, and why is it important to understand these distinctions?
Students will know... • Classifications of alcohol and other drugs • Negative consequences associated with using alcohol and other drugs • Effects on the body, relationships, and self-esteem when using alcohol and other drugs • Benefits of good hygiene practices • Difference in infections and diseases	**Students will be able to...** • Analyze the validity and reliability of health information, products, and services. • Describe situations that call for professional health services. • Identify the different classifications of drugs • Determine the availability of valid and reliable health products. • Identify good hygiene practices • Discuss the difference between infectious and noninfectious, acute and chronic diseases.
Key Vocabulary: substance, addiction, peer pressure, drug, alcohol, drug classifications, tobacco, nicotine, stimulants, depressants, hallucinogens, inhalants, narcotics, anabolic steroids, corticosteroids, medicinal, recreational, prescription, over-the-counter, illicit drugs, reliable, valid, media, hygiene, infectious, noninfectious, acute, chronic, diseases, treatment	
Assessment Evidence	
Performance Tasks: • Students create a presentation on one classification of drugs. They identify drugs that are classified in this category and the short- and long-term effects of the drug. • Students research the way different organs/body parts are affected by the use of nicotine • Students analyze real-life scenarios and make decisions. • Students develop a Substance Use Awareness Campaign about the dangers of using alcohol and other drugs.	**Other Evidence:** • Discussing the dangers of alcohol and other drug use. • Identifying reasons a person may use alcohol and other drugs for the first time. • Discussions based off articles • Discuss the different prices of hygiene products • Discuss how brands of hygiene products can be important

• Students will create an infographic highlighting the benefits of good hygiene practices. • Students will engage in a sorting activity to classify different diseases into categories based on their characteristics.	

Learning Plan

TCC2(6-8) I can evaluate data gathered from multiple perspectives and draw conclusions.

- Students will use the skill of accessing information to find different past users of alcohol and other drugs to compare the negative effects on their bodies.

TCC3(6-8) I can combine new information with my own ideas to generate solutions.

- Students will work individually or with a group of students to create a substance abuse prevention program. They will combine the new information they learned with their prior knowledge to develop solutions to drug use.

TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.

- Students will engage with scenarios involving substance-related choices. Students will receive feedback on the choices they made and adjust their choices accordingly.

DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

- Students will write a short essay on different perspectives on substance abuse. They will research different viewpoints on alcohol and other drugs.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 2 - Analyzing Influences

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
HEPA 1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits.
HEPA 1.3.8 Describe how to make healthy food choices when given options.
HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.

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

- CCE1 (6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- DE1 (6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TI4 (6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that...

- There are wide-ranging benefits of adopting healthful eating habits include improvements in physical well-being, mental clarity, social interactions, and academic performance.
- There are strategies for making healthful food choices in various situations, such as to consider nutritional value, portion sizes, and preparation methods, to support overall wellness.
- There are factors that influence personal food choices including access to healthy foods, cultural norms, and socioeconomic factors, and how these factors can impact individuals' ability to maintain a healthful diet.

Essential Questions:

- How do the benefits associated with healthy eating and physical activity influence our overall well-being?
- How can we make informed and healthful food choices when presented with different options, and what factors influence these choices?
- What is the relationship between access to healthy foods and personal food choices, and how does this relationship impact individuals and communities?

Students will know...

- The overall benefits of healthful eating habits

Students will be able to...

- Analyze the influence of others on their eating habits

• How to make healthy food options when given options • How accessibility plays a factor in some people's food choice	• Discuss how physical activity can influence changes in your life • Compare and contrast healthy eating options
Key Vocabulary: macronutrients, nutrients, physical activity, calories, saturated fat, trans fat, unsaturated fat, adequate, carbohydrates, influence, analyzing, habits, variety, moderation, allergies	
Assessment Evidence	
Performance Tasks: • Students will create a Nutrient Superhero and discuss the benefits of specific nutrients. • Students will create a poster illustrating the various influences that impact their choices regarding healthy eating habits and how these influences affect their overall well-being. • Students will participate in a role-playing game where they navigate through scenarios representing different influences on food choices and practice making healthful decisions.	**Other Evidence:** • Complete a www.myplate.gov webquest • Daily water intake tracker • Assess their favorite snack and discuss healthier alternatives • Discuss moderation and how it is important in managing healthy eating habits
Learning Plan	
CCE1 (6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. • Through respectful discussions with peers and teachers, they will explore differing viewpoints, actively listen to others, and respond thoughtfully as they apply new knowledge to their thinking **DE1 (6-8): I can search for multiple perspectives and compare and contrast those perspectives.** • They will search for diverse viewpoints, compare and contrast those perspectives, and engage in a thoughtful discussion to deepen their understanding of the influences on healthy eating and physical activity. **TI4 (6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.**	

- Students will develop a personal wellness plan focused on analyzing influences on healthy eating and physical activity, identifying strengths and areas for growth, setting goals toward improvement, and seeking support as needed to achieve their goals.

Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 3 - Interpersonal Communication

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.).
HR 1.3.8. Describe characteristics of healthy relationships (communication, respect, trust, and boundaries).
HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).

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

- CCE4 (6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE2 (6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- DE3 (6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

Understandings: Students will understand that…	**Essential Questions:**
• There are different relationship types and their dynamics	• How do different types of relationships impact our lives,

• There key traits in healthy relationships, like communication and respect • Understanding the harmful effects of teasing based on personal characteristics	and what are the key elements that define healthy relationships? • What role does effective communication play in fostering positive connections and resolving conflicts within relationships? • Why is it important to cultivate empathy, respect, and understanding in our interactions with others, and how does this contribute to building strong and supportive relationships?
Students will know... • Different types of relationships, including peer, family, romantic, and professional, and their respective dynamics. • Characteristics of healthy relationships, such as effective communication, respect, trust, and boundaries. • The impact of teasing and discrimination based on personal characteristics and why it is wrong. • Strategies for fostering positive connections, resolving conflicts, and promoting inclusivity, acceptance, and respect within relationships and communities.	**Students will be able to...** • Identify and understand various types of relationships. • Demonstrate effective communication and relationship-building skills. • Advocate for inclusivity, respect, and positive interactions within their communities.
Key Vocabulary: communication, respect, honesty, trust, inclusivity, acceptance, connections, interactions, relationships, peers, communication, empathy, boundaries, teasing, nonverbal communication, active listening, nonverbal communication, assertiveness, compromise, validation, sympathy, collaboration, bullying, consent, self-awareness, flexibility, resolution	
Assessment Evidence	
Performance Tasks: • Students participate in role-playing exercises to practice interpersonal communication skills. They take turns acting out different scenarios, such as conflict resolution or assertive communication, and reflect on their experiences.	**Other Evidence:** • Students engage in team-building games and activities that promote cooperation, trust, and effective communication. • Interpersonal Communication Charades - To reinforce nonverbal communication skills and promote teamwork

• Students work in small groups to identify and solve a real-world problem related to interpersonal communication. They research, brainstorm solutions, and develop a plan of action together. • Students provide constructive feedback to their peers on their communication skills during a group discussion or presentation. They observe and evaluate active listening, assertiveness, or nonverbal communication. • Students keep a journal for a week and answer prompts daily in class.	and creativity • Watch Inside Out (Disney) and create their own mind maps with different islands of their emotions.

Learning Plan

CCE4 (6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

- Students will engage in various activities, including essays, performance-based projects, whole group, and/or small group discussions, to articulate and defend their perspectives both verbally and in writing.

DE2 (6-8): I can recognize feelings in myself and others and respond with respect and empathy.

- Students will practice recognizing feelings in themselves and others, and respond with respect and empathy through activities such as role-playing, reflective writing, and group discussions.

DE3 (6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.

- Students will develop the ability to identify their emotions, manage reactions using appropriate strategies, and seek support when needed through self-reflection, coping skill practice, and accessing available resources.

DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

- Students will cultivate respectful and responsible behavior while actively fostering positive relationships with all members of the school community through modeling, collaboration, and communication.

Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 4 - Goal Setting

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
MEH 1.2.8 Recognize factors that increase self-worth (recognizing strengths, growth mindset, confidence, competence).
MEH 1.4.8 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
MEH 1.7.8 Explain how emotions change during adolescence.

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

- TCC4 (6-8) I can combine new information with my own ideas to generate solutions.
- DE2 (6-8) I can recognize feelings in myself and others and respond with respect and empathy.
- TI1 (6-8) I can create a plan with manageable steps to reach my goals.
- TI4 (6-8) I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that…

- It is important to seek help when needed.
- The factors that contribute to self-worth.
- How emotions change through adolescence.

Essential Questions:

- What factors contribute to a strong sense of self-worth, and how can we recognize these factors in ourselves?
- Why is it important to seek help from an adult if someone is in danger of hurting themselves or others, and how can we effectively communicate our concerns?
- How do our emotions change during adolescence, and what strategies can we use to manage these changes?
- How can we combine new information with our own ideas to solve problems and create solutions?

Students will know...

- The factors that contribute to self-worth.
- Students will know the importance of seeking help from an adult in situations where someone may be in danger.
- Students will know how emotions change during

Students will be able to…

- Recognize and articulate factors that increase self-worth
- Explain the importance of seeking help from an adult if someone is in danger of hurting themselves or others.
- Recognize and respond to feelings in themselves and

<table>
<tr><td>adolescence.
● Students will know how to combine new information with their own ideas to generate solutions.
● Students will know how to create a plan with manageable steps to achieve their goals.</td><td>others with respect and empathy.
● Create a plan with manageable steps to reach their goals.</td></tr>
<tr><td colspan="2">Key Vocabulary: self-worth, strengths, growth mindset, confidence, competence, adolescence, emotions, empathy, respect, communication, goal setting, plan, manageable steps, self-assessment, personal development, improvement, support, trusted adult, mental health, emotional health, problem-solving, strategies</td></tr>
<tr><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Performance Tasks:
● Goal-Setting Plan: Students will identify a personal goal related to their mental or emotional health. They will create a detailed plan with manageable steps to achieve this goal. Students will periodically review and adjust their plans, and at the end of the unit, they will present their progress and reflections to the class.
● Online Discussion Forum: Students will participate in an online discussion forum using Google Classroom or another platform. They will respond to prompts about recognizing and respecting feelings in themselves and others, and they will reply to their peers' posts, practicing empathy and respectful communication.
● Interactive Goal-Setting Tracker: Students will use Google Sheets to create an interactive goal-setting tracker. They will list their goals, break them down into manageable steps, and track their progress over time. They can use conditional formatting to visualize their progress and add comments to reflect on their achievements and challenges.</td><td>Other Evidence:
● Self-Worth Reflection: Students will write a short paragraph reflecting on their personal strengths and how these strengths contribute to their self-worth. They can share their reflections in small groups or with the whole class.
● Goal-Setting Brainstorm: Students will brainstorm a list of potential personal goals related to their mental or emotional health. They will then choose one goal and write a few sentences explaining why it is important to them.
● Work with an emotion wheel to identify how they have been feeling recently.</td></tr>
</table>

Learning Plan
TCC4 (6-8) I can combine new information with my own ideas to generate solutions. ● Students will integrate new information from diverse sources with their own ideas to devise creative solutions for challenges in mental and emotional health. **DE2 (6-8) I can recognize feelings in myself and others and respond with respect and empathy.** ● Students will practice identifying and understanding emotions in themselves and others through activities such as role-playing scenarios, reflective writing, and empathy exercises. **TI1 (6-8) I can create a plan with manageable steps to reach my goals.** ● Students will learn to create effective plans with clear, manageable steps to achieve personal and academic goals. **TI4 (6-8) I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.** ● Students will engage in self-assessment activities to identify their strengths and areas for growth across academic and personal domains.
Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 5 - Sexual Health

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
SH 1.3.8 Describe reproductive parts and their functions
SH 1.11.8 Explain the significance of the physical changes in puberty.

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

- TI3 (6-8): I can compose specific questions that are relevant to a task to support my learning.
- DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

Understandings: Students will understand that…	**Essential Questions:**
• Reproductive parts all have different functions • There are physical changes that occur during puberty. • There is an importance of reproductive health. • Puberty affects emotional and social development.	• What are the different parts of the male and female reproductive systems, and what functions do they serve? • What physical changes occur during puberty, and why are these changes significant for our development? • How can we maintain our reproductive health and why is it important to do so? • How do the physical changes of puberty affect our emotional and social lives, and what strategies can help us manage these changes?
Students will know...	**Students will be able to…**
• Students will know the different parts of the male and female reproductive systems. • Students will know the physical changes that occur during puberty. • Students will know the importance of maintaining reproductive health. • Students will know how puberty can affect emotional and	• Students will be able to identify and describe the parts of the male and female reproductive systems and explain their functions. • Students will be able to explain the physical changes that occur during puberty and their significance. • Students will be able to demonstrate knowledge of practices that maintain reproductive health.

social development.	• Students will be able to recognize and discuss how the physical changes of puberty affect emotional and social development.
Key Vocabulary: reproductive system, male reproductive organs, female reproductive organs, puberty, hormones, menstruation, ovulation, sperm, fertilization, testes, ovaries, uterus, vagina, penis, scrotum, endocrine system, physical changes, emotional changes, social changes, hygiene, reproductive health, adolescence, growth spurt, puberty onset, body image, self-esteem	
Assessment Evidence	
Performance Tasks: • Reproductive System Diagram: Students will create detailed diagrams of the male and female reproductive systems. They will label each part and write a brief description of its function. • Reproductive Health PSA: In small groups, students will create a public service announcement (PSA) about the importance of maintaining reproductive health. They can choose to create a video, poster, or digital presentation. The PSA should include information about hygiene, healthy habits, and resources for support. • Interactive Puberty Timeline: Students will use digital tools such as Google Slides or an online timeline creator to construct an interactive timeline of the physical changes that occur during puberty for both males and females. They will include images, descriptions, and explanations of the significance of each change.	**Other Evidence:** • Puberty Video - Always Changing and Growing Up • Class discussion • Q & A box
Learning Plan	
TI3 (6-8): I can compose specific questions that are relevant to a task to support my learning. • Students will compose specific questions about puberty and reproductive health, use digital resources to research answers, and share their findings to support and enhance their understanding. **DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.**	

• Students will demonstrate respect and responsibility by engaging in collaborative activities and discussions about puberty and reproductive health, fostering positive relationships and supportive interactions with their peers.
Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

7th Grade Health CURRICULUM



Grade Level(s): 7th

Curriculum Author(s): Jillian Chicano

Course Description: In Grade 7 Health class, students will build upon foundational skills to further their understanding of leading a healthy and informed lifestyle. The curriculum includes units on Interpersonal Communication, Advocacy, Decision-Making, Analyzing Influences, Accessing Information, and Sexual Health. Students will enhance their communication skills to prevent violence and manage stress, advocate for personal and community wellness, and make informed decisions regarding substance use. They will also learn to analyze nutritional information to make healthy food choices, access reliable health resources, and understand the complexities of sexual health. Through interactive activities, discussions, and real-world applications, students will gain the knowledge, skills, and confidence needed to make thoughtful decisions that support their well-being, laying the groundwork for a lifelong commitment to health and wellness.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Interpersonal Communication	How can understanding and managing emotions, recognizing different perspectives, and responding with empathy contribute to preventing violence and fostering positive interpersonal relationships?	Understanding and managing emotions, recognizing diverse perspectives, and responding with empathy are essential for preventing violence, resolving conflicts, and building healthy, supportive relationships.	DE1(6-8), DE2(6-8), DE3(6-8), AA4(6-8)
Advocacy	How can advocating for safety and wellness through informed strategies and effective use of data enhance personal and community well-being?	Effective advocacy for safety and wellness involves using informed strategies, analyzing data from multiple perspectives, and integrating new information with personal insights to improve both personal and community well-being.	AA1(6-8), TCC2(6-8), TCC3(6-8)
Decision Making	How can asking relevant questions, using feedback effectively, and formulating specific queries lead to better decision-making and healthier coping strategies regarding substance use?	Understanding and implementing healthy coping strategies, recognizing the negative impacts of substance use, and acknowledging the inefficacy of using substances to manage stress are essential for making informed and healthy decisions.	TCC1(6-8), CCE3(6-8), TI3(6-8)

Analyzing Influences	How can analyzing macronutrients, making informed food choices, and understanding food labels influence overall health and well-being?	Understanding the role of macronutrients, making informed food choices, reading food labels, and recognizing the impact of food access on personal choices are key to making healthier dietary decisions.	AA4(6-8), CCE1(6-8), TCC4(6-8)
Accessing Information	How do the choices we make regarding our lifestyle, nutrition, and health management influence our overall wellness and ability to prevent chronic diseases?	Controlling factors like diet, physical activity, sleep, and stress management are essential for achieving optimal wellness and preventing chronic diseases, while recognizing and managing symptoms of illness is crucial for maintaining daily functioning and health.	CCE3(6-8)
Sexual Health	How can understanding sexual health, including available resources, risks, and reproductive body functions, empower us to make informed and responsible choices?	Comprehensive knowledge of sexual health, including access to resources, understanding of risks, and awareness of reproductive body functions, is crucial for making informed decisions and maintaining overall well-being.	AA4(6-8), CCE1(6-8)

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Interpersonal Communication

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
VP 1.2.8 Describe the short- and long- term consequences of violence to perpetrators, victims, and bystanders.

MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies.
MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings.
MEH 1.15.8 Describe personal stressors at home, in school, and with friends.
MEH 1.17.8 Identify trusted adults and resources for assistance.

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

- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- AA4(6-8): I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that...

- Bystanders can either escalate or de-escalate bullying and violence, significantly affecting the outcome.
- The consequences of violence impact everyone involved, with potential long-term psychological and emotional effects.
- Identifying stressors and their impact is essential for effective stress management and mental health.
- Open communication with trusted adults is crucial for receiving support and managing emotional challenges.

Essential Questions:

- How can bystanders influence the outcome of a bullying or violent situation?
- What are the short- and long-term effects of violence on everyone involved, including perpetrators, victims, and bystanders?
- What are the common stressors in your life, and how do they affect your mental and emotional health?
- Why is it important to talk to trusted adults about your feelings, and how can this help you manage stress?
- What role does communication play in preventing violence and promoting a safe and respectful environment?

Students will know...	Students will be able to...
• That bystanders can either help prevent or worsen bullying and violence. • That stressors can impact their mind and body, and they can use strategies to cope with them. • The importance of talking to trusted adults about their feelings and how it helps them manage stress. • How to identify stressors in their life at home, school, and with friends.	• Identify and assess the role of bystanders in situations involving bullying and violence. • Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders. • Recognize personal stressors and their effects on mental and emotional health. • Apply effective coping strategies to manage stress. • Communicate openly with trusted adults about their feelings and seek help when needed.
Key Vocabulary: Bystander, bullying, violence, perpetrator, victim, consequences, long-term effects, short-term effects, stressors, mental health, emotional health, coping strategies, trusted adults, communication, empathy, intervention, escalation, de-escalation, prevention, relationships.	
Assessment Evidence	
Performance Tasks: • Stress Management Plan: Students will create a personal stress management plan, identifying stressors, coping strategies, and trusted adults for support. They will present their plan, explaining how they'll manage their emotions and reactions. • Conflict Resolution Case Study: Students will analyze a conflict case study, discussing the consequences and role of communication. They will write about how different actions could have changed the outcome and reflect on their own emotional management. • Virtual Calm Room: Using Google Slides, students will design a Virtual Calm Room, curating online resources and coping strategies (e.g., breathing exercises, meditation videos) that help manage stress. They will explain how these tools can be used to maintain emotional balance.	**Other Evidence:** • **Exit Tickets:** At the end of select lessons, students will answer a quick question (e.g., "What did you learn today about managing stress?" or "How can bystanders make a difference?") • Vocabulary Quizzes: Periodic quizzes on key vocabulary terms (e.g., bystander, coping strategies, escalation • Scenario-Based Discussions: In small groups, students will discuss hypothetical scenarios involving stress, bullying, or conflict, sharing how they would respond and what strategies they would use.

Learning Plan
DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives. ● Students will analyze and compare different perspectives in conflict scenarios through role-playing and written reflections. **DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.** ● Students will identify and discuss their own and others' emotions and practice responding with empathy and respect through class activities and reflections. **DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.** ● Students will create a personal stress management plan, including identifying stressors, applying coping strategies, and seeking support, and present it to the class. **AA4(6-8): I can accept my mistakes in social and academic settings while learning to grow from them.** ● Students will reflect on their social and academic mistakes in a personal journal, discussing how they can learn and grow from these experiences.
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 2 - Advocacy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SIP 1.2.8 Define Digital Wellness and its impact on overall health.
SIP 1.3.8 Identify the potential for injury in a variety of situations and environments.
SIP 1.4.8 Describe ways to reduce injuries while riding in or on a motor vehicle.
SIP 1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
SIP 1.8.8 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, auburn, heat stroke, and hypothermia.

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

- AA1(6-8) I can implement different pathways to success and recognize the pros and cons of each.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.

Understandings: Students will understand that...

- Digital wellness involves maintaining a balance between online and offline activities to support overall health.
- Recognizing potential injury risks in different environments helps in preventing accidents and ensuring safety.
- Reducing injuries while riding in or on a motor vehicle can be achieved through safe practices and proper use of safety equipment.
- Wearing helmets and other safety gear is crucial for protecting themselves while biking, riding scooters, skateboarding, and inline skating.
- Climate-related conditions, such as heat exhaustion, heat stroke, and hypothermia, can impact personal safety and require appropriate precautions.

Essential Questions:

- How does digital wellness affect overall health, and what practices can help maintain it?
- What are the potential injury risks in various environments, and how can these risks be mitigated?
- What safety measures should be taken to reduce injuries while riding in or on motor vehicles?
- How do climate-related conditions like heat exhaustion and hypothermia impact personal safety, and what precautions should be taken?

Students will know...	Students will be able to...
• What digital wellness is and how balancing online and offline activities supports their overall health. • How to identify potential injury risks in different situations and environments. • The safety measures needed to reduce injuries while riding in or on motor vehicles. • The importance of helmets and other safety gear for biking, riding scooters, skateboarding, and inline skating. • The signs of climate-related conditions such as heat exhaustion, heat stroke, and hypothermia, and the appropriate actions to take to stay safe.	• Explain and apply the concept of digital wellness to their daily lives. • Identify and assess potential injury risks in various environments and situations. • Implement safety practices and use appropriate equipment to reduce injuries while riding in or on motor vehicles. • Demonstrate the correct use of helmets and safety gear for biking, riding scooters, skateboarding, and inline skating. • Recognize symptoms of climate-related conditions and take necessary precautions to protect their personal safety.
Key Vocabulary: Digital Wellness, Online Safety, Injury Risk, Safety Equipment, Helmets, Motor Vehicle Safety, Biking, Scooters, Skateboarding, Inline Skating, Heat Exhaustion, Heat Stroke, Hypothermia, Climate-Related Conditions, Precautions	
Assessment Evidence	
Performance Tasks:	**Other Evidence:**
• Digital Wellness Presentation: Students will create a digital presentation explaining the concept of digital wellness, including its impact on overall health and practical tips for maintaining balance between online and offline activities. They will evaluate data on screen time and health effects, and propose strategies to improve digital wellness based on their findings. • Injury Risk Assessment Report: Students will conduct a risk assessment of a specific environment (e.g., home, school, playground) to identify potential injury hazards and recommend safety improvements. They will present their findings in a written report, evaluating the pros and	• Injury risk scenarios • Safety Gear Demonstration • Safety Gear Poster

cons of different safety measures and proposing solutions based on their analysis. ● Climate-Related Safety Guide: Students will develop a safety guide addressing climate-related physical conditions like heat exhaustion and hypothermia. The guide will include practical tips for prevention and response, drawing on research and their own ideas to create a comprehensive resource for staying safe in extreme weather conditions.	

Learning Plan

AA1(6-8) I can implement different pathways to success and recognize the pros and cons of each.
- Students will evaluate and implement various strategies for achieving safety and wellness goals, recognizing the advantages and disadvantages of each pathway.

TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- Students will analyze data related to safety and health from multiple sources, draw informed conclusions, and apply this understanding to real-world scenarios.

TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- Students will integrate new information with their own ideas to develop creative solutions for promoting safety and wellness in different environments.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 3 - Decision Making

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use.
ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.
ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.

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

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- CCE3(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.

Understandings: Students will understand that...

- Healthy coping mechanisms and alternatives to substance use can support better decision-making and overall well-being.
- Using alcohol and other drugs has negative consequences that can impact physical, mental, and social health.
- Relying on alcohol or other drugs to manage stress is unhealthy and can lead to further complications and problems.

Essential Questions:

- What are some healthy coping mechanisms and alternatives to substance use that can help manage stress and emotions?
- What are the negative consequences of using alcohol and other drugs on an individual's health and life?
- Why is using alcohol or other drugs an ineffective and harmful way to cope with stress?

Students will know...

- Various healthy coping mechanisms and alternatives to substance use for managing stress and emotions.
- The negative consequences of using alcohol and other drugs on physical health, mental well-being, and social relationships.
- Why relying on alcohol or other drugs to handle stress is

Students will be able to...

- Identify and apply healthy coping mechanisms and alternatives to substance use in their own lives.
- Explain and summarize the negative consequences of using alcohol and other drugs.
- Articulate why using alcohol or other drugs is an unhealthy method for managing stress and propose

detrimental to overall health and can exacerbate stress-related problems.	healthier alternatives.
Key Vocabulary: Healthy Coping Mechanisms, Substance Use, Alternatives, Alcohol, Nicotine, Drugs, Negative Consequences, Stress Management, Physical Health, Mental Well-Being, Emotional Well-Being	
Assessment Evidence	
Performance Tasks: ● Vaping Super Villain Project: Students will create a project depicting a "super villain" character that represents the harmful effects of vaping and other substances. They will design the villain's attributes, powers, and consequences, and present how this character negatively impacts health and well-being. The project should include creative visuals and a written explanation of the harmful effects of vaping. ● Healthy Coping Strategies Presentation: Students will develop a presentation on healthy coping mechanisms and alternatives to substance use. They will include examples of strategies for managing stress and emotions without resorting to alcohol, nicotine, or other drugs, and provide real-life scenarios and solutions. ● Substance Use Consequences Infographic: Students will create an infographic summarizing the negative consequences of using alcohol and other drugs. The infographic should highlight physical, mental, and social impacts, and include statistics and facts to support their explanations.	**Other Evidence:** ● Edpuzzle Quiz on Substance Use ● Substance Use Facts and Myths Game ● Stress Management Techniques Workshop
Learning Plan	
TCC1(6-8): I can ask relevant questions to evaluate possible solutions. ● Students will ask relevant questions to evaluate possible solutions for managing stress and making healthy decisions	

regarding substance use.

CCE3(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.

- Students will use rubrics, peer feedback, and teacher conferences to revise and improve their work on substance use and coping mechanisms, enhancing their learning and understanding.

TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.

- Students will formulate specific, relevant questions related to their tasks and projects to deepen their understanding of healthy coping strategies and substance use consequences.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 4 - Analyzing Influences

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category.
HEPA 1.3.8 Describe how to make healthy food choices when given options.
HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium.
HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.

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

- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- TCC4(6-8): I can apply my new learning to new experiences, determine if it works, and adjust in the future.

Understandings: Students will understand that…	**Essential Questions:**
• Macronutrients (fats, proteins, carbohydrates) are essential for health and that eating a variety of foods from each category supports overall well-being.	• What is the importance of each macronutrient, and how does consuming a variety of foods from each category benefit health?

• Making healthy food choices involves evaluating options and selecting those that contribute to a balanced diet. • Reading food labels is crucial for managing the intake of fats, added sugars, and sodium to maintain a healthy diet. • Access to healthy foods influences personal food choices and overall dietary habits.	• How can you make healthy food choices when presented with various options? • How do you read and interpret food labels to limit the consumption of fats, added sugars, and sodium? • In what ways does access to healthy foods affect your personal food choices and dietary patterns?
Students will know… • The role of each macronutrient (fats, proteins, carbohydrates) and the importance of consuming a variety of foods from each category. • How to make healthy food choices by evaluating different options and selecting those that contribute to a balanced diet. • How to read and interpret food labels to manage the intake of fats, added sugars, and sodium effectively. • The relationship between access to healthy foods and personal food choices, and how it affects dietary habits.	**Students will be able to…** • Identify and explain the importance of macronutrients and demonstrate how to include a variety of foods from each category in their diet. • Evaluate different food options and make healthy choices that contribute to a balanced diet. • Read and analyze food labels to identify and limit the consumption of fats, added sugars, and sodium. • Assess how access to healthy foods influences personal food choices and propose ways to improve food accessibility.
Key Vocabulary: Macronutrients, Fats, Proteins, Carbohydrates, Healthy Food Choices, Food Labels, Added Sugars, Sodium, Nutritional Information, Dietary Habits	
Assessment Evidence	
Performance Tasks: • Macronutrient Infographic: Students will create an infographic detailing the role and benefits of fats, proteins, and carbohydrates, including examples of foods that provide each macronutrient and the importance of variety in their diet. • Healthy Choices Debate: Students will participate in a debate where they discuss and justify their choices	**Other Evidence:** • Food Label Scavenger Hunt • Macronutrient Conversion Practice • Healthy Recipe Creation • Interactive Food Label Workshop

between different food options based on nutritional information and health benefits. ● Food Label Analysis Report: Students will analyze food labels from various products and prepare a report summarizing the levels of fats, added sugars, and sodium, and suggest healthier alternatives based on their findings. ● Food Label Quiz: Students will take a quiz on their understanding of reading a food label.	
Learning Plan	
AA4(6-8): I can seek opportunities to learn more and continue to push my thinking. ● Students will seek out additional resources and opportunities to expand their understanding of nutrition and healthy eating, continuously challenging their thinking and learning. **CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.** ● Students will actively participate in discussions about nutrition and food choices, respecting diverse viewpoints, listening carefully to peers and teachers, and applying new knowledge to enhance their understanding. **TCC4(6-8): I can apply my new learning to new experiences, determine if it works, and adjust in the future.** ● Students will apply their knowledge of nutrition and food labels to real-life scenarios, evaluate the effectiveness of their choices, and make adjustments based on their experiences and outcomes.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 5 - Accessing Information

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances). Output (physical activity and movement; elimination of waste). Sleep. Stress Management.
OWDP 1.4.8 Summarize the symptoms of someone who is sick or getting sick and how that may prevent daily activities.

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

- CCE3(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

Understandings: Students will understand that…

- Controllable factors such as diet, physical activity, sleep, and stress management contribute significantly to optimal wellness and the prevention of chronic diseases like heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Recognizing symptoms of illness and understanding their impact on daily activities are crucial for managing health effectively and seeking appropriate care.

Essential Questions:

- What are the controllable factors that contribute to optimal wellness and the prevention of chronic diseases?
- How do intake (food, air, water, substances), output (physical activity and movement), sleep, and stress management influence overall health?
- What are the common symptoms of illness, and how can these symptoms impact daily activities?
- How can understanding and managing symptoms of sickness help in maintaining daily routines and seeking proper treatment?

Students will know…

- The controllable factors that contribute to optimal wellness and the prevention of chronic diseases, including diet, physical activity, sleep, and stress management.

Students will be able to…

- Identify and describe controllable factors that contribute to optimal wellness and the prevention of chronic diseases, such as maintaining a balanced diet, engaging in regular physical activity, getting adequate sleep, and

• The symptoms of common illnesses and how these symptoms can impact daily activities and overall functioning. • The relationship between intake (food, air, water, substances), output (physical activity and movement), sleep, and stress management in maintaining health and preventing chronic diseases.	managing stress. • Recognize symptoms of illness, understand their potential impact on daily activities, and develop strategies for managing or mitigating these effects. • Apply knowledge of wellness factors to create a personal plan that promotes overall health and reduces the risk of chronic diseases.
Key Vocabulary: Controllable Factors, Optimal Wellness, Chronic Diseases, Heart Disease, Cancer, Diabetes, Hypertension, Osteoporosis, Intake, Output, Physical Activity, Sleep, Stress Management, Symptoms, Illness, Daily Activities	
Assessment Evidence	
Performance Tasks: • Wellness Factors Research Project: Students will conduct research on various controllable factors (diet, physical activity, sleep, stress management) and their effects on preventing chronic diseases. They will create a presentation or report summarizing their findings and suggesting strategies for improving wellness. • Symptoms and Impact Scenario Analysis: Students will analyze different scenarios where individuals experience symptoms of illness. They will create a report or presentation discussing how these symptoms impact daily activities and propose strategies for managing these symptoms effectively.	**Other Evidence:** • Daily Wellness Log • Symptom Management Role-Play • Wellness Infographic
Learning Plan	
CCE3(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. • Students will actively participate in class discussions on wellness and chronic diseases, demonstrating respect for diverse viewpoints, listening attentively to peers and teachers, and thoughtfully applying new knowledge to their contributions and understanding.	

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 6 - Sexual Health

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SH 1.1.8 Identify resources, products, services related to supporting sexual health.
SH 1.2.8 Explain sexual activity and their associated risks.
SH 1.3.8 Describe reproductive body parts and their functions.
SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.

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

- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

Understandings: Students will understand that…	**Essential Questions:**
• There are various resources, products, and services available to support sexual health, and knowing how to access them is important for maintaining well-being. • Sexual activity carries associated risks, and it is essential to be informed about these risks to make safe and responsible decisions. • Reproductive body parts have specific functions, and understanding these functions is key to maintaining sexual and reproductive health.	• What resources, products, and services are available to support sexual health, and how can we access them? • What are the risks associated with sexual activity, and how can we make informed decisions to manage those risks? • What are the functions of reproductive body parts, and why is it important to understand them? • How can knowledge about sexual health empower us to make safer and more responsible choices? •
Students will know…	**Students will be able to…**

• The various resources, products, and services available to support sexual health. • The risks associated with sexual activity, including physical, emotional, and social risks. • The names and functions of reproductive body parts.	• Identify and access resources, products, and services that support sexual health. • Explain the risks associated with sexual activity and strategies for reducing these risks. • Describe the functions of reproductive body parts.
Key Vocabulary: Sexual Health, Resources, Products, Services, Sexual Activity, Risks, Reproductive Body Parts, Functions, Safe Choices, Responsible Decisions	
Assessment Evidence	
Performance Tasks: • Risk and Responsibility Analysis: Students will analyze different scenarios involving sexual activity and identify the associated risks. They will create a plan to manage these risks and make safer, more responsible decisions. • Reproductive System Diagram and Explanation: Students will create a detailed diagram of the male and female reproductive systems, labeling each part and describing its function. They will present their diagrams to the class, explaining how each part contributes to reproductive health.	**Other Evidence:** • Interactive Video Lesson on Sexual Health - www.amaze.org
Learning Plan	
AA4(6-8): I can seek opportunities to learn more and continue to push my thinking. • Students will engage in research activities and critical thinking exercises, where they are encouraged to explore additional resources and push their understanding of sexual health topics beyond the basics. CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. • Students will participate in guided discussions on sexual health, where they will respectfully share their viewpoints, listen actively to their peers and teachers, and thoughtfully apply new information to their perspectives.	

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers, www.amaze.org

8th Grade Health CURRICULUM



Grade Level(s): 8th

Curriculum Author(s): Jillian Chicano

Course Description: In the 8th Grade Health Education course, students will acquire essential knowledge and skills to navigate their health and well-being through focused units on Goal Setting, Advocacy, Decision Making, Analyzing Influences, Accessing Information, and Sexual Health. They will explore setting and achieving health goals, advocating for positive relationships, understanding the risks of substance use, and applying safety measures. The curriculum includes engaging activities, research projects, and collaborative discussions designed to enhance critical thinking, effective communication, and responsible health practices. By the end of the course, students will have the tools and confidence to make informed decisions and foster a balanced, healthy lifestyle.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Goal Setting	How can setting and achieving goals related to healthy eating and physical activity empower us to maintain overall well-being and a balanced lifestyle?	Students will understand that setting and achieving personalized goals in healthy eating and physical activity are key to sustaining long-term physical and mental well-being.	AA2(6-8), TCC3(6-8), CCE3(6-8)
Advocacy	How can understanding and advocating for healthy relationships, mental health, and open communication with trusted adults contribute to our overall well-being	Students will understand that advocating for themselves and others in areas of relationships, mental health, and communication with trusted adults is crucial for fostering a safe, supportive, and healthy environment.	DE4(6-8), DE3(6-8), P1(6-8)
Decision Making	How can understanding the risks and laws associated with alcohol, nicotine, and other drugs, as well as practices to prevent the spread of infectious diseases, help us make informed and safe decisions?	Students will understand that making informed decisions about alcohol, nicotine, and other drugs, knowing and adhering to laws and policies, and practicing health and safety measures are crucial for personal well-being and responsible behavior.	DE4(6-8), AA4(6-8)
Analyzing Influences	How can understanding safety measures, managing	Students will understand that adopting safety measures,	DE3(6-8), CCE3(6-8)

	impulsive behaviors, and maintaining a positive body image influence our overall well-being and help us make safer and healthier choices?	managing impulsive behaviors, and fostering a positive body image are crucial for personal safety, mental health, and making informed choices in various aspects of their lives.	
Accessing Information	How can we access and use reliable information to make informed decisions about avoiding alcohol, nicotine, and other drugs, and how do these decisions impact our safety, health, and relationships?	Students will understand that accessing reliable information is critical for making safe and healthy choices, and that the use of alcohol, nicotine, and other drugs can have serious short-term and long-term physical, social, and emotional consequences.	TCC1(6-8), TCC3(6-8)
Sexual Health	How can understanding sexual health, including abstinence and STD prevention, empower me to make safer choices?	Students will understand that being informed about sexual health, the risks of sexually transmitted diseases (STDs), and methods of prevention can lead to healthier and safer life choices.	AA4(6-8), CCE3(6-8)

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Goal Setting

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water.
HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight
HEPA 1.6.8 Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel).

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

- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- AA2(6-8): I can identify past successful strategies and apply them independently.

Understandings: Students will understand that...

- Staying hydrated is crucial for overall health and enhances physical performance.
- Dietary choices and physical activity levels play a significant role in maintaining a healthy weight and overall well-being.
- Developing a healthy relationship with food, including practicing intuitive eating and moderation, is essential for both physical and mental health.

Essential Questions:

- How does staying adequately hydrated benefit our bodies and daily activities?
- In what ways do our eating habits and physical activity levels influence our ability to maintain a healthy weight?
- What does it mean to have a healthy relationship with food, and how can this impact our physical and mental health?

Students will know...

- The key benefits of proper hydration, including its effects on physical performance, cognitive function, and general health.

Students will be able to...

- Summarize the benefits of consuming adequate amounts of water, especially in relation to physical activity and overall health.

• The relationship between calorie intake, types of food consumed, and levels of physical activity in managing body weight. • The principles of intuitive eating, the importance of moderation, and how to view food as a source of nourishment and energy rather than a stressor or emotional crutch.	• Describe how different types of food and levels of physical activity affect the body's ability to maintain a healthy weight. • Explain the concept of intuitive eating and how it can contribute to a balanced and healthy lifestyle.
Key Vocabulary: Hydration, Water intake, Physical activity, Caloric balance, Nutrient-dense foods, Healthy weight, Intuitive eating, Moderation, Food as fuel, Macronutrients, Micronutrients, Metabolism, Energy balance, Portion control, Dehydration, Balanced diet, Nutritional value, Satiety, Body mass index (BMI).	
Assessment Evidence	
Performance Tasks: • Goal-Setting Storybook: Students will create a children's storybook that illustrates the importance of setting and achieving goals related to healthy eating and physical activity. The story should be engaging and educational, using characters and scenarios that demonstrate how goal setting can lead to a healthier lifestyle. • Personal Nutrition and Activity Plan: Students will combine new information learned about nutrition and physical activity with their personal preferences to develop a personalized plan that includes setting specific, measurable goals. They will then reflect on how they can adapt their plan based on what works best for them.	**Other Evidence:** • Hydration Tracker • Healthy Recipe Creation • Debate: Intuitive Eating vs. Calorie Counting

Learning Plan
CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. ● Students will engage in structured group discussions where they actively listen to peers, ask thoughtful questions, and provide constructive feedback, enhancing their ability to collaborate effectively in conversations about health topics. **TCC3(6-8): I can combine new information with my own ideas to generate solutions.** ● Students will integrate newly acquired knowledge on healthy eating and physical activity with their personal experiences to develop creative solutions for achieving health-related goals. **AA2(6-8) I can identify past successful strategies and apply them independently.** ● Students will reflect on past successes in maintaining healthy habits and independently apply those strategies to set and achieve new health goals, reinforcing their ability to self-manage and adapt.
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 2 - Advocacy

Desired Results - Goals, Transfer, Meaning, Acquisition
Established Goals: HR 1.4.8 Differentiate between healthy and unhealthy relationships. HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress, and anxiety. MEH 1.17.8 Identify trusted adults and resources for assistance.

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

- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.
- DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- P1(6-8): I can build a personal tool-box to identify my personal strengths and challenges and develop strategies to practice overcoming any obstacles.

Understandings: Students will understand that...

- Identifying the differences between healthy and unhealthy relationships is key to maintaining personal safety and well-being.
- Teasing based on personal characteristics is harmful and reinforces negative stereotypes, and that everyone deserves respect.
- Communicating with parents and trusted adults about personal issues, growth, and sexual health ensure they receive accurate information and support.

Essential Questions:

- What distinguishes a healthy relationship from an unhealthy one?
- Why is it harmful to tease others based on their personal characteristics?
- How can open communication with trusted adults impact our understanding of relationships and sexual health?
- What are the signs and symptoms of depression, stress, and anxiety, and how can we seek help?

Students will know...

- The characteristics that define healthy versus unhealthy relationships.
- The negative impact of teasing based on personal characteristics.
- The value of communicating with trusted adults about issues related to relationships, growth, and sexual health.
- The causes, symptoms, and effects of depression, stress, and anxiety, and the importance of seeking support.

Students will be able to...

- Differentiate between the characteristics of healthy and unhealthy relationships.
- Explain why teasing or bullying based on personal characteristics is wrong and harmful.
- Discuss the importance of seeking guidance from parents and other trusted adults on sensitive topics.
- Identify the symptoms of depression, stress, and anxiety and list resources for help.

Key Vocabulary: Healthy relationships, Unhealthy relationships, Boundaries, Respect, Empathy, Teasing, Bullying, Stereotypes, Personal characteristics, Trusted adults, Open communication, Growth and development, Sexual health, Depression, Stress,

Anxiety, Symptoms, Coping strategies, Mental health, Support resources.

Assessment Evidence	
Performance Tasks: ● Anti-Bullying Campaign:In small groups, students will design an anti-bullying campaign that includes posters, social media messages, and a presentation. The campaign should focus on the impact of teasing based on personal characteristics and strategies for promoting respect and empathy. ● Resource Guide Creation: Students will create a resource guide that includes information on mental health issues such as depression, stress, and anxiety. The guide will list symptoms, coping strategies, and trusted adults or resources where individuals can seek help. ● Mental Health Awareness Presentation: Students will research the causes, symptoms, and effects of depression, stress, and anxiety and create a presentation to share with the class. They will include information on how to identify these conditions and resources for seeking help.	**Other Evidence:** ● Inside Out 2 ● Peer Interview Project ● Creating infographic ● Readings

Learning Plan

DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.
- Students will learn how to demonstrate respect and responsibility in their interactions, fostering positive relationships with all members of the school community.

DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- Students will develop skills to identify their emotions, manage their reactions using appropriate strategies, and seek support when necessary.

P1(6-8): I can build a personal tool-box to identify my personal strengths and challenges and develop strategies to practice overcoming any obstacles.

• Students will create a personal toolbox to recognize their strengths and challenges, and develop strategies to overcome obstacles and achieve their goals.
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 3 - Decision Making

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.4.8 Describe the situations that could lead to the first time use of alcohol and other drugs.
ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.
ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.

OWDP 1.5.8 Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact.

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

- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

Understandings: Students will understand that...

- Students will understand that certain situations, such as peer pressure or curiosity, might lead to the first-time use of alcohol and other drugs, and they can make informed decisions to avoid these situations.
- Students will understand that knowing and following school policies and community laws regarding alcohol, nicotine, and other drugs helps ensure their safety and promotes responsible behavior.
- Students will understand the risks associated with riding in a vehicle with someone who is under the influence of alcohol or other drugs, and they will explore and identify safer transportation options.

Essential Questions:

- What situations might lead someone to use alcohol or other drugs for the first time, and how can we avoid these situations?
- Why is it important to know and follow school and community policies regarding alcohol, nicotine, and other drugs?
- What are the risks associated with riding in a vehicle with someone who is under the influence of alcohol or drugs, and what are the safe options?
- How can we prevent the spread of infectious diseases through understanding their modes of transmission and practicing proper health measures?

• Students will understand the modes of transmission of infectious diseases and the health practices necessary to prevent their spread, contributing to overall health and safety.	
Students will know… • The potential situations that might lead to the initial use of alcohol and other drugs. • The specific school policies and community laws related to alcohol, nicotine, and other drugs. • The risks involved with being in a vehicle with someone under the influence and the importance of finding safe transportation options. • The modes of transmission of infectious diseases and the effective health practices for preventing their spread.	**Students will be able to...** • Identify situations that could lead to the first-time use of alcohol and other drugs and make decisions to avoid those situations. • Explain and adhere to school and community policies regarding alcohol, nicotine, and other drugs. • Assess the risks of riding in a vehicle with someone under the influence and explore and choose safe alternatives. • Summarize how infectious diseases are transmitted and apply health practices to prevent their spread.
Key Vocabulary: Peer pressure, First-time use, Alcohol, Drugs, Nicotine, School policies, Community laws, Safe transportation, Risks, Under the influence, Modes of transmission, Infectious diseases, Preventive health practices, Foodborne illnesses, Airborne diseases, Indirect contact, Person-to-person contact	
Assessment Evidence	
Performance Tasks: • Celebrity Tombstone Project: Students will create a fictional “tombstone” for a celebrity who experienced significant health consequences due to substance abuse. The tombstone will include information about the celebrity’s life, the impact of their substance use, and a reflective message about the dangers of alcohol and other drugs. This task will encourage students to think critically about the real-life impacts of substance abuse. • Drug and Alcohol Policy Presentation: Students will	**Other Evidence:** • TED Video - Chris Herren: The Game Has Changed • Policy Review • Safety Plan

research and create a presentation on their school's and community's policies regarding alcohol, nicotine, and other drugs. They will explain these policies, discuss their purpose, and suggest ways to improve awareness and compliance among students. ● Safe Transportation Campaign: Students will develop a campaign to educate their peers about the risks of riding in a vehicle with someone under the influence of alcohol or drugs. The campaign may include posters, flyers, or digital media with information on how to stay safe and alternative transportation options.	
Learning Plan	
AA4(6-8): I can seek opportunities to learn more and continue to push my thinking. ● Students will seek out and engage in opportunities that challenge their thinking and expand their knowledge beyond the classroom. **DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.** ● Students will demonstrate respect and responsibility in their interactions with all members of the school community, fostering positive and supportive relationships.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 4 - Analyzing Influences

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SIP 1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
SIP 1.7.8 Describe ways to reduce risk of injuries from falls, around water and in case of fire.
SIP 1.10.8 Describe actions to change unsafe situations at home, in school and in the community.

MEH 1.12.8 Explain the importance of a positive body image.
MEH 1.16.8 Examine the risks of impulsive behaviors.

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

- DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

Understandings: Students will understand that...

- Adopting appropriate safety measures, such as using helmets and other protective gear, is essential for preventing injuries and promoting personal safety in various activities.
- Recognizing and addressing risks related to falls, water accidents, and fires is crucial for reducing injuries and ensuring safety in different environments.
- Identifying and modifying unsafe situations at home, in school, and in the community is key to enhancing their overall safety and well-being.
- Maintaining a positive body image is important for emotional health and self-esteem, and influences how they perceive themselves and interact with others.
- Managing impulsive behaviors effectively can help them make better decisions and reduce risks associated with

Essential Questions:

- How can wearing appropriate safety gear, such as helmets, prevent injuries and contribute to overall safety in activities like biking and skateboarding?
- What strategies can we use to reduce the risk of injuries from falls, water accidents, and fire-related emergencies?
- How can we identify and address unsafe situations at home, in school, and in the community to improve safety?
- Why is maintaining a positive body image important for mental and emotional health, and how does it affect our interactions with others?
- What are the risks associated with impulsive behaviors, and how can we develop strategies to manage impulsivity effectively?

rash actions.	
Students will know… ● The importance of wearing helmets and other safety gear to prevent injuries during activities such as biking, scooter riding, skateboarding, and inline skating. ● Effective strategies for reducing the risk of injuries from falls, water accidents, and fire-related emergencies. ● How to recognize unsafe situations at home, in school, and in the community, and the steps they can take to address and improve these situations. ● The significance of maintaining a positive body image for emotional health and self-esteem. ● The risks associated with impulsive behaviors and the techniques to manage and reduce impulsivity in decision-making.	**Students will be able to…** ● Explain the importance of wearing helmets and other safety gear and apply this knowledge to various activities to ensure their safety. ● Describe and implement strategies to minimize the risk of injuries from falls, accidents around water, and fire-related emergencies. ● Identify unsafe situations at home, in school, and in the community and take appropriate actions to address and improve these situations. ● Articulate the benefits of a positive body image and apply strategies to maintain and promote healthy self-esteem. ● Recognize impulsive behaviors and employ effective strategies to manage impulsivity and make more considered decisions.
Key Vocabulary: Safety gear, Helmets, Protective equipment, Injuries, Accidents, Falls, Water safety, Fire safety, Unsafe situations, Risk reduction, Positive body image, Self-esteem, Impulsive behaviors, Decision-making, Risk management, Preventive measures	
Assessment Evidence	
Performance Tasks: ● Safety Gear Design Project: Students will design a prototype or advertisement for safety gear, such as helmets or pads, for a specific activity (e.g., biking or skateboarding). They will explain the features of their design and how it helps prevent injuries. ● Risk Reduction Plan: Students will create a detailed risk reduction plan for a specific scenario involving falls,	**Other Evidence:** ● Safety Gear Research Report ● Positive Body Image Workshop ● Review of advertisements

water safety, or fire emergencies. They will include preventive measures, emergency procedures, and a plan for educating others about safety. ● Positive Body Image Campaign: Students will develop a campaign to promote positive body image among their peers. The campaign may include posters, social media content, or presentations highlighting the importance of self-esteem and healthy body perception.	
Learning Plan	
DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed. ● Students will learn to identify their emotions and use appropriate strategies to manage their reactions effectively, while also knowing how to seek support when needed. **CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.** ● Students will engage in collaborative conversations by actively listening, formulating questions, making connected comments, and providing constructive feedback to their peers.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 5 - Accessing Information

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.
ANOD 1.9.8 Describe short- and long-term physical. Social, and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).

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

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC3(6-8): I can combine new information with my own to generate solutions

Understandings: Students will understand that...

- Riding in a vehicle with someone who is under the influence of alcohol or drugs is extremely dangerous and making safe transportation choices is essential for personal safety.
- The use of alcohol, nicotine, and other drugs can have serious short- and long-term effects on physical health, including damage to vital organs such as the brain.
- Substance use not only affects physical health but also has social and emotional consequences, impacting relationships with peers and family and influencing self-esteem.
- Accessing reliable and accurate information is crucial for making informed decisions about substance use and understanding its effects on their health and well-being.

Essential Questions:

- What are the risks associated with riding in a vehicle with someone under the influence of alcohol or other drugs, and what safe alternatives can we explore?
- How do alcohol, nicotine, and other drugs affect the body and mind in the short and long term?
- What impact does the use of alcohol, nicotine, and other drugs have on relationships with peers and family, as well as on self-esteem and emotional health?
- How can we identify and access reliable sources of information to learn about the effects and risks of alcohol, nicotine, and other drugs?

Students will know…	Students will be able to…
• The dangers of riding in a motor vehicle with someone under the influence of alcohol or drugs. • Short- and long-term physical effects of alcohol, nicotine, and other drugs on organs, including the brain. • Social and emotional effects of using alcohol, nicotine, and other drugs, such as their impact on peer relationships, family dynamics, and self-esteem. • Strategies for accessing and identifying reliable sources of information related to substance use and its effects.	• Explain the risks involved in riding with someone who is under the influence of alcohol or drugs and identify safe alternatives such as using a designated driver, calling a taxi or rideshare service, or contacting a trusted adult. • Describe the short- and long-term effects of alcohol, nicotine, and other drugs on the body, including potential damage to the brain and other organs. • Discuss the impact of substance use on relationships and emotional well-being, including how it affects peer interactions, family relationships, and self-esteem. • Evaluate the credibility of different sources of information related to alcohol, nicotine, and other drugs, and use this information to make informed health decisions.
Key Vocabulary: Alcohol, Nicotine, Drugs, Under the influence, Designated driver, Impairment, Short-term effects, Long-term effects, Organ damage, Brain health, Self-esteem, Peer pressure, Emotional health, Substance use, Risk assessment, Reliable sources, Credible information, Safety alternatives, Prevention strategies	
Assessment Evidence	
Performance Tasks: • Safe Choices Public Service Announcement (PSA): Students will work in small groups to create a PSA video highlighting the dangers of riding in a vehicle with someone under the influence of alcohol or drugs. The PSA should also offer safe alternatives, such as using a designated driver, calling a taxi or rideshare, or reaching out to a trusted adult. The videos will be shared with the class or school to raise awareness. • Effects of Substance Use Research Project: Individually or in pairs, students will research the short- and long-term effects of alcohol, nicotine, and other drugs on the body and mind. They will create a detailed	**Other Evidence:** • KWL Chart • Think-Pair-Share • Informative videos - TED videos

presentation or infographic that includes the impact on organs (such as the brain), emotional health, relationships with peers and family, and self-esteem. Students will present their findings to the class.	
Learning Plan	
TCC1(6-8): I can ask relevant questions to evaluate possible solutions. ● Students will practice asking relevant questions to assess the safety and effectiveness of solutions to substance use scenarios. **TCC3(6-8): I can combine new information with my own to generate solutions** ● Students will use new knowledge and personal experiences to create safe and practical solutions for substance use situations.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 6 - Sexual Health

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SH 1.5.8 Determine the benefits of being sexually abstinent.
SH 1.6.8 Explain how the most common STDs and HIV are transmitted.
SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.
SH 1.8.8 Summarize which STDs can be cured and treated.
SH 1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood, and not touching hypodermic needles.

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

.

- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.

Understandings: Students will understand that...

- Sexual abstinence can lead to positive physical, emotional, and social outcomes.
- Knowledge about STD transmission and symptoms is crucial for personal and public health.
- Some STDs are curable with proper treatment, while others can only be managed.
- Practicing safe behaviors, such as abstinence and proper condom use, can significantly reduce the risk of STD transmission.

Essential Questions:

- What are the benefits of choosing sexual abstinence?
- How are the most common STDs and HIV transmitted?
- What are the signs and symptoms of common STDs and HIV, and why is it important to know that some can be asymptomatic?
- Which STDs can be cured, and how are they treated?
- What are effective ways to reduce the risk of spreading STDs and HIV?

Students will know…

- .The benefits of being sexually abstinent, including reducing the risk of STDs and unwanted pregnancies.

Students will be able to…

- Identify and explain the benefits of sexual abstinence.
- Describe how the most common STDs and HIV are

• How STDs and HIV are transmitted and the common signs and symptoms associated with them. • That some STDs can be asymptomatic, meaning individuals may not show symptoms but can still spread the infection. • Which STDs are curable and what treatment options are available. • Strategies to decrease the risk of STD and HIV transmission, including abstinence, condom use, and avoiding contact with blood or needles.	transmitted. • Recognize the signs and symptoms of common STDs and understand that some STDs can be asymptomatic. • Summarize which STDs can be treated or cured. • List and explain ways to reduce the spread of STDs and HIV, including safe sex practices and harm reduction strategies.
Key Vocabulary: Abstinence, STDs (Sexually Transmitted Diseases), HIV (Human Immunodeficiency Virus), Transmission, Asymptomatic, Symptoms, Cure, Treatment, Prevention, Condom, Safe sex, Bloodborne pathogens, Hypodermic needles	
Assessment Evidence	
Performance Tasks: • Abstinence Advocacy Project: Students will create a campaign or presentation that highlights the benefits of sexual abstinence, using facts and statistics. This project can include posters, brochures, or a digital presentation that targets their peers, emphasizing the emotional, physical, and social benefits of abstaining from sexual activity • STD Awareness Presentation: In small groups, students will research a common STD, its transmission methods, symptoms, whether it is curable or treatable, and prevention strategies. Each group will present their findings to the class, using visual aids and creating informational handouts.	**Other Evidence:** • STD Fact vs. Myth • Interactive Web Research

Learning Plan
CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. ● Students will engage in group discussions and peer presentations on sexual health topics, actively listening and offering constructive feedback to promote a deeper understanding of STD prevention and safe decision-making. **AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.** ● Students will conduct independent research on current trends in sexual health, such as advancements in STD treatment and prevention methods, and share their findings to expand their knowledge and challenge their perspectives on maintaining healthy relationships and sexual health practices.
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers, www.amaze.org

Mission-Goals-Objectives

District Goals

The Region 14 Public School District established the following goals:

***Board of Education Goals**:*

1. **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.

2. **Communication** - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers.

3. **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.

4. **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.

The Region 14 Public School District established the following mission statement:

Board of Education Mission Statement:

The mission of the Region 14 School District 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.

Legal References: Connecticut General Statutes

10-4(c) Duties of boards. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

10-220(b) Duties of boards of education (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children

Policy adopted:
cps 5/19
rev 10/19
rev7/21

Mission – Goals – Objectives

Nondiscrimination

Nondiscrimination Policy and Notice

Pursuant to Title IX and its regulations ("Final Rule" released on April 19, 2024), the Region 14 Board of Education has adopted and implemented a policy stating that the District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, including admission and employment.

The Region 14 Public Schools does not discriminate based on race, color, religion, sex, sexual orientation, gender identity or expression, status as a veteran, status as a victim of domestic violence, marital status, pregnancy or related conditions, national origin, protective hairstyles, alienage, ancestry, age, disability, or any other basis prohibited by law and prohibits discrimination, including harassment, in any education program or activity it operates.

The Board shall provide protections from all forms of sex-based harassment, including sexual violence and unwelcome sex-based conduct that creates a hostile environment by limiting or denying a person's ability to participate in or benefit from a school's education program or activity.

The District shall take prompt and effective action to end any sex discrimination in its education programs or activities to provide for the prompt and equitable resolution of sex discrimination complaints, prevent recurrence, and remedy its effects. To that end, the District shall act promptly and effectively in response to information about conduct that reasonably may constitute discrimination, including sexual violence and other forms of sex-based harassment. The district shall also ensure that all school employees are trained about their obligations to address sex discrimination and their obligations to notify or provide contact information for the Title IX Coordinator.

The Region 14 Board of Education Non-discrimination policy includes protections for students, employees, and applicants against discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery from these conditions and shall provide reasonable modifications for students based on pregnancy or related conditions, allow for lactation for employees, and access to a clean, private lactation space for students and employees.

The District shall not disclose personally identifiable information obtained through complying with Title IX, with limited exceptions, such as when there had been prior written consent or when the information is disclosed to the parent of a minor.

Retaliation against anyone who, in good faith, makes a report of harassment or discrimination,

Mission – Goals – Objectives

Nondiscrimination Policy and Notice (continued)

files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation or grievance process is also a violation of the Region 14 Board of Education's non-discrimination policy and is prohibited.

The Region 14 Public Schools shall notify *students*, *employees*, *parents*, and *others* of this policy and publish it widely. The Board shall publish a statement that the District prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator. The Board's Non-Discrimination Statement shall be as follows:

The Regional School District No. 14 Board of Education does not discriminate in any employment practice or any educational program or activity on the basis of race, color, religion, national/ethic origin, age, marital status, sex, sexual orientation, gender identity or expression, disability, pregnancy, genetic information, veteran status, status as a domestic violence victim, or any other basis prohibited by Connecticut state and/or federal laws. Regional School District No. 14 further provides equal access to the Boy Scouts, Girl Scouts, and all other designated youth groups. Any person having inquiries concerning Regional School District No. 14 Public Schools' compliance with its nondiscrimination policies and procedures, including compliance with Section 504, Title VI or Title IX, should contact:

District Title IX Coordinator:

Dina Ericson
Title IX Coordinator/Director of Student Services
DEricson@ctreg14.org
Regional School District 14
5 Minortown Road
Woodbury, CT 06798
(203) 263-6356

Mission – Goals – Objectives

Nondiscrimination Policy and Notice (continued)

District's Other Designees Under Section 504

The Region 14 Public School District is required not to discriminate on the basis of sex by Title IX and its implementing regulations. Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The U.S. Department of Education's Office for Civil Rights Contact Information:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
OCR@ed.gov
800-421-3481

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to The Region 14 Public School's non-discrimination policy and grievance procedures (**Title IX Policy and Administrative Regulation**) Policy #4000.1/4200.1 and 5145.44. Any person may also report sex discrimination, including harassment, using the contact information listed for the Title IX Coordinator.

The Region 14 Public School's non-discrimination policy and grievance procedures (**Title IX Policy and Administrative Regulation**) Policy #4000.1/4200.1 and 5145.44.

(cf. 4000.1 – Title IX)
(cf. 4111 – Recruitment and Selection)
(cf. 4111.1/4211.1 – Affirmative Action)
(cf. 4118.11/4218.11 – Nondiscrimination)
(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)
(cf. 4118.113/4218.113 – Harassment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)

Mission – Goals – Objectives

Nondiscrimination Policy and Notice (continued)

(cf. 5145.51 – Peer Sexual Harassment)
(cf. 5145.52 – Harassment)
(cf. 5145.6 – Student Grievance Procedure)
(cf. 6121 – Nondiscrimination)
(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
Title IX Final Rule, May 6, 2020
Age Discrimination in Education Act, 29 U.S.C. §621
Americans with Disabilities Act, 42 U.S.C. §12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794
Title II of the Genetic Information Act of 2008
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et. Seq.
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)
Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)
The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212
Title II of the Genetic Information Nondiscrimination Act of 2008
Connecticut General Statutes
46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 22-82)
46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)

Mission – Goals – Objectives

Nondiscrimination
Legal reference continued

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69 and PA 22-82)
46a-81a Discrimination on basis of sexual orientation: Definition
10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")
10-153 Discrimination on account of marital status.
17a-101 Protection of children from abuse.
PA 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members…
Public Law 111-256
Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

2024 Amendments to the U.S. Department of Education's Title IX Regulations ("Final Rule")

Policy adopted:
cps 7/24