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
Special Meeting
Curriculum Committee Meeting
Thursday, April 23, 2026; 2:15 p.m.
Central Office Conference Room

I. Call to order

II. Curriculum Documents for Approval:
   A. Entrepreneurship Curriculum
   B. Agriculture and Society/UConn SPSS1150 Curriculum

III. Textbook Proposals for Approval:
   A. Biology by Miller & Levine - College and Career Prep level Biology
   B. American Government: Stories of a Nation by Abernathy & Waples - AP American Government
   C. Essentials of Human Anatomy & Physiology by Marieb & Keller - Anatomy and Physiology

IV. Grade Point Average Informational Update for Committee:
   A. Nonnewaug High School moving to Quality Points for the incoming freshman class and beyond

V. Adjourn

ENTREPRENEURSHIP CURRICULUM



Grade Level(s):9-12

Curriculum Author(s): Adam Lengyel

Course Description: Interested in starting your own business and being your own boss? This course is designed to give students the knowledge and skills to create, manage, operate, and run a business. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on opportunity, and operating and maintaining that business. In addition students will learn about career pathways that can lead to business ownership and the role that taxes play in the life of an entrepreneur. This course is open to any student who is interested in starting their own business.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Alternatives to 4-Year Colleges	When is an alternative to a four-year college the optimal investment?	The most effective path to a successful career is a highly personalized strategy determined by critically evaluating financial investment, career field demand, and individual life circumstances, rather than following a single, universally accepted educational route.	TCC4(9-12), TI1(9-12), TI4(9-12)
Careers	How can I effectively align my unique strengths, interests, and values to design a meaningful and sustainable career path?	A successful and fulfilling career is not a fixed destination but a process of continuous alignment between one's evolving skills, values, and interests, and the dynamic demands of the global job market.	TCC4(9-12), TI1(9-12), TI4(9-12)
Entrepreneurship	How do successful entrepreneurs transform an identified problem or opportunity into a sustainable, value-generating business?	Entrepreneurship is the discipline of creating and sustaining measurable value by identifying a genuine market need (a problem) and executing an innovative, adaptable, and financially viable solution.	TCC4(9-12), CCE3(9-12), AA4(9-12)
Business Structure & Taxes	How can an aspiring entrepreneur strategically utilize the tax code?	Tax literacy is an essential and strategic business skill, as the choices an entrepreneur makes regarding business structure and expense management directly impact both the venture's financial health and the founder's personal wealth.	TI3(9-12), AA1(9-12), AA4(9-12)

Unit 1 - Alternatives to 4-Year Colleges

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Managing Credit
3a: Evaluate the costs and benefits of investing in additional education or training.
3b: Explain how differences in people's life circumstances can affect their opportunity and willingness to further their education or training.
3c: Compare earnings and unemployment rates by level of education and training.
4a: Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills.
Earning Income
1a: Research potential income and employee benefit packages that are likely to be offered to new employees by various companies, government agencies, or not-for profit organizations
1b: Explain why people should evaluate employee benefits in addition to wages and salaries when choosing between job and career opportunities
1d: Examine the benefits of participating in employer sponsored retirement savings plans and healthcare savings plans
2b: Describe how intangible benefits can affect a worker's career choices and income
2c: Evaluate the tradeoffs between income and non-income factors when making career or job choices
3a: Evaluate the costs and benefits of investing in additional education or training.
3b: Explain how differences in people's life circumstances can affect their opportunity and willingness to further their education or training.
3c: Compare earnings and unemployment rates by level of education and training.
4a: Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills
4b: Explain why wages or salaries vary among employees in different types of jobs and among workers in the same jobs
7c: Differentiate between gross, net, and taxable income
Spending
1a: Identify their short-term and long-term financial goals
Saving
8b: Discuss how personal financial decisions can affect other people

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

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Understandings: Students will understand that... ● Success can be achieved through multiple paths beyond a 4-year college. ● Informed decisions about education and careers require evaluating costs, benefits, and personal goals. ● Financial literacy is crucial when comparing options after high school. ● Skills-based careers can lead to stability, satisfaction, and growth opportunities. ● Entrepreneurship can provide independence and flexibility as a career alternative.	**Essential Questions:** ● What are the benefits and drawbacks of attending a 4-year college versus other options? ● How can students identify post-graduation paths that align with their goals and strengths? ● What financial implications come with different educational and career choices? ● How do vocational and technical programs prepare students for successful careers? ● How can entrepreneurship be an alternative to traditional college pathways?
Students will know... ● The range of postsecondary options (trade school, military, apprenticeship, gap year, work experience). ● The financial and opportunity costs of each path. ● How to evaluate career readiness skills for various industries. ● How personal values and strengths influence educational and career decisions. ● The role of entrepreneurship as a viable path after high school.	**Students will be able to...** ● Compare and contrast different postsecondary pathways. ● Calculate potential return on investment for various education and training options. ● Create a personal post-graduation plan aligned with goals and finances. ● Research industries that hire based on skills rather than degrees. ● Present a persuasive argument for a chosen alternative to a 4-year college.
Key Vocabulary: AmeriCorps, Apprenticeship, Associate's Degree, Gap Year, Hard Skills, Internship, Leave and Earnings Statement (LES), Military Entrance Processing Station (MEPS), Reserve Officers' Training Corps (ROTC), Soft Skills, Trade School, Vocational Training	
Assessment Evidence	
Performance Tasks: Student Activity Packets: ● Alternatives to 4-Year College ● The Military ● Entering the Workforce from High School ● Associate Degrees ● Trade & Vocational School ● Apprenticeships ● Professional Certifications ● Your Productive Gap Year ● Make a Plan	**Other Evidence:** Interim: ● PROJECT: What's Your Plan After High School? ● RESEARCH: Apprenticeships and Internships ● RESEARCH: Jobs For You After High School Summative: ● Alternatives to 4-Year Colleges Test

Learning Plan	
NGPF Curriculum Documents ● Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12) ● Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. TI4(9-12) ● Students will work with others on group projects and assignments TI1(9-12) ● Self reflection assignments will be integrated to ensure that students can personalize the material TCC4(9-12) ● Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them TI4(9-12) ● Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. TI1(9-12)	
Teacher Resources: Alternatives to 4-Year Colleges Unit Plan	

Unit 2-Careers

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Earning Income
1a: Research potential income and employee benefit packages that are likely to be offered to new employees by various companies, government agencies, or not-for profit organizations
1b: Explain why people should evaluate employee benefits in addition to wages and salaries when choosing between job and career opportunities
1d: Examine the benefits of participating in employer sponsored retirement savings plans and healthcare savings plans
2b: Describe how intangible benefits can affect a worker's career choices and income
2c: Evaluate the tradeoffs between income and non-income factors when making career or job choices
3a: Evaluate the costs and benefits of investing in additional education or training
4a: Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills
4b: Explain why wages or salaries vary among employees in different types of jobs and among workers in the same jobs
7c: Differentiate between gross, net, and taxable income

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

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Understandings: Students will understand that...

- Career choices are most successful when aligned with personal values and strengths.
- Continuous learning and adaptability are essential in a changing job market.
- Effective communication and professionalism influence career advancement.
- Networking, both online and in person, can expand career opportunities.
- Personal branding helps individuals stand out in competitive industries.

Essential Questions:

- What factors should be considered when choosing a career?
- How do interests, skills, and personality affect career satisfaction?
- What role does networking and personal branding play in career success?
- How can job seekers adapt to changes in the workforce?
- What skills do employers value most in today's economy?

Students will know...	**Students will be able to...**
• The major components of a career plan (education, training, goals, timelines). • How to interpret career interest assessments and labor market trends. • Job search strategies and interview skills. • The importance of resumes, cover letters, and digital presence. • How to evaluate work-life balance and job satisfaction.	• Create a professional resume and cover letter. • Use career exploration tools to identify potential occupations. • Conduct mock interviews and self-assess communication skills. • Develop a personal brand using professional online profiles. • Analyze job offers for benefits, compensation, and growth potential.

Key Vocabulary: 401(k) Plan, Apprenticeship, Job Benefits, Cover Letter, Elevator Pitch, Direct Deposit, Employee, Freelance Worker, Full-time work, Gig Economy, Gig Worker, Hard Skills, Imposter Syndrome, Independent Contractor, Informational Interview, Intern, I-9 Form, LinkedIn, Minimum Wage, Networking, Partnership, Part-Time Work, Professional Organization, Resume, Salary, Self-Employed, Soft Skills, Sole Proprietor, Stipend, Trade School, Transferable Skills, Wage, W-4 Form.

Assessment Evidence

Performance Tasks:	**Other Evidence:**
Student Activity Packets: • Career Exploration • Finding a Job • Resumes and Cover Letters • The Interview • Starting a New Job	Interim: • ANALYZE: A High School Resume and Cover Letter • CREATE: A LinkedIn Profile • PROJECT: Create a Career Portfolio Summative: • Career Test

Learning Plan

- Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12)
- Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. TI4(9-12)
- Students will work with others on group projects and assignments TI1(9-12)
- Self reflection assignments will be integrated to ensure that students can personalize the material TCC4(9-12)
- Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them TI4(9-12)
- Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. TI1(9-12)

Teacher Resources: Career Resources Unit Plan

Unit 3-Entrepreneurship

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Spending
2a: Select a product or service and describe the various factors that may influence a consumer's purchase decision
3c: Compare product choices based on their impacts on the environment or society
Earning Income
2c: Evaluate the tradeoffs between income and non-income factors when making career or job choices
11b: Discuss the pros and cons of small business ownership as their primary source of income

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

Understandings: Students will understand that...

- Entrepreneurs solve problems and create value through innovation.
- Successful entrepreneurs balance creativity with sound planning.
- Risk-taking and resilience are essential traits of entrepreneurship.
- Market research and understanding customer needs drive business decisions.
- Collaboration, adaptability, and leadership are key to sustaining a business.

Essential Questions:

- What motivates individuals to start their own businesses?
- How do entrepreneurs identify and evaluate opportunities?
- What risks and rewards come with entrepreneurship?
- How do innovation and creativity impact business success?
- What personal qualities contribute to entrepreneurial success?

Students will know...

- Characteristics and motivations of entrepreneurs.
- Steps in the entrepreneurial process (idea generation, research, planning, execution).

Students will be able to...

- Develop and pitch a business idea.
- Conduct basic market research to identify customer needs.
- Create a simple business plan with financial projections.

• The difference between traditional, social, and corporate entrepreneurship. • Basic business structures and legal considerations. • The role of marketing, finance, and ethics in entrepreneurship.	• Evaluate risks and develop strategies for mitigation. • Present and defend entrepreneurial ideas to peers or judges.
Key Vocabulary: Business Plan, Elevator Pitch, Entrepreneur, Entrepreneurship, Equity, Fundraising, Innovation, Pitch, Profit, Prototype, Startup, Small business.	
Assessment Evidence	
Performance Tasks: Student Activity Packets: • Understanding Entrepreneurship • Hurdles of Entrepreneurship • Planning and Pitching a Business • Launching a Business	**Other Evidence:** Interim: • ANALYZE: Sample Business Plans • CREATE: A Lean Business Plan • PROJECT: Pitch Your Business Idea • RESEARCH: Great Innovators & Innovations Summative: • Entrepreneurship Test
Learning Plan	
• Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12) • Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE3(9-12) • Students will work with others on group projects and assignments AA4(9-12) • Self reflection assignments will be integrated to ensure that students can personalize the material AA4(9-12) • Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them CCE3(9-12) • Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. TCC4(9-12)	
Teacher Resources: Entrepreneurship Unit Plan	

Unit 4-Business Structure & Taxes

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Earning Income
6a: Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending
6b: Identify which level(s) of government typically receive(s) the tax revenue for income taxes, payroll taxes, property taxes, and sales taxes
6c: Describe the benefits they receive, or may receive in the future, from government-collected tax revenue
7c: Differentiate between gross, net, and taxable income
8a: Explain the difference between earned and unearned income
11a: Evaluate the benefits and costs of gig employment, such as driving for a cab or delivery service

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
TI3(9-12): I can formulate and investigate probing questions to further my learning.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...
- Taxes are essential to the functioning of government and society.
- Understanding tax systems supports smarter financial decisions.
- Income, deductions, and credits determine how much tax is owed.
- Tax planning is an important part of entrepreneurship and personal finance.
- Compliance and honesty are critical to ethical tax practices.

Essential Questions:
- Why do individuals and businesses pay taxes?
- How do taxes impact income, spending, and financial planning?
- What are the major types of taxes individuals encounter?
- How does understanding taxes empower financial independence?
- What ethical issues arise in tax planning and reporting?

Students will know...
- The difference between federal, state, and local taxes.
- Key tax forms (W-2, W-4, 1040) and what they represent.

Students will be able to...
- Complete a mock tax return using sample documents.
- Interpret pay stubs and identify withholdings.

• Common deductions, credits, and filing requirements. • How business structure affects taxation. • The role of technology and professionals in tax filing.	• Explain how tax rates and brackets affect income. • Evaluate tax implications for different business types. • Demonstrate ethical decision-making in tax-related scenarios.
Key Vocabulary: 1040, 1099, Audit, Capital Gain, Corporate Income Tax, Dependent, Discretionary Spending, Dividend, Earned Income, Effective Tax Rate, Excise Tax, Exemption, Federal Insurance Contributions Act (FICA), Filing Status, I-9, Income Tax, Interest Income, Mandatory Spending, Marginal Tax Rate, Medicaid, Medicare, Paycheck Stub, Payroll Tax, Progressive Tax, Social Security, Standard Deduction, Tax Bracket, Tax Credit, Tax Deduction, Tax Rate, Tax Return, Taxable Income, Tax Refund, Unearned Income, W-2, Withholding.	
Assessment Evidence	
Performance Tasks: Student Activity Packets: • Intro to Taxes • Taxes and Your Pay Stub • The Tax Cycle & Job Paperwork • Teens and Taxes • How to File Your Taxes • Time to File • Understanding Tax Savings	**Other Evidence:** Interim: • ANALYZE: Should They File a Tax Return? • COMPARE: Tax Forms and their Purpose • RESEARCH: The Tax Cycle Summative: • Taxes Test
Learning Plan	
• Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TI3(9-12) • Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. AA4(9-12) • Students will work with others on group projects and assignments AA1(9-12) • Self reflection assignments will be integrated to ensure that students can personalize the material AA4(9-12) • Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12) • Group projects and assessments will provide opportunities for students to explore how the content can be used in the future.TI3(9-12)	
Teacher Resources: Taxes Unit Plan	

AGRICULTURE AND SOCIETY CURRICULUM
UCONN ECE: SPSS 1150



Grade Level(s): 10-12, Agriscience Students

Curriculum Author(s): Jennifer Jedd

Course Description: Development of agricultural systems and technologies and their influence on societies. Topics include plant and animal domestication, technological developments, food and industrial crops and centers of production, environmental issues, an evaluation of societal opinions on a variety of agricultural practices, and agricultural ethics.
Upon completion of this course, students will be able to:
Identify agricultural developments and contributions from a variety of societies, and how agriculture impacted these societies
Identify and evaluate the importance of agricultural technologies and developments throughout time
Evaluate issues in agriculture and hypothesize ways to solve them or mitigate the effects of these issues
Evaluate and participate in the lawmaking process in regards to agricultural issues
Hypothesize, research, and evaluate issues in agriculture using the scientific method
Research and create speeches related to the development of agricultural practices

Semester At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Unit 1: Prehistoric Agriculture and How It Was Studied	How can we study the early origins of agriculture?	Scientific research has increased our understanding of the process of domestication of plants and animals which allowed early humans to settle in a permanent location and begin societal building.	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE1(9-12), DE2(9-12)
Unit 2: The World's First Major Settlements and their Agricultural Practices and Innovations	In what ways did agriculture impact the ability of people to create societies, and how did agriculture impact the ways of life?	Agriculture had many impacts, such as food stability in one location, increased nutrition, the ability to focus on new developments, and the creation of new tools and processes to increase human health and quality of life.	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE3(9-12), CCE4(9-12), DE1(9-12), TI2(9-12), TI3(9-12), P2(9-12)
Unit 3: Medieval Europe to the New World Exploration Era	What impact did agriculture have on this time frame?	Agricultural methods were impacted by, and had an impact on, trade, technology, science, innovation, geography, disease, religion, economy, and social systems	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE2(9-12), CCE3(9-12), DE1(9-12), P2(9-12)
Unit 4: The Beginnings of Agriculture in Colonial America	What was unique about the agricultural revolution in the earliest years of colonization of North America?	America experienced a revolution almost directly from Native American prehistoric methods that were previously unknown, and had a unique incorporation of modern technology mostly from Europe, and therefore had a more disjointed evolution than other areas, and included disease, and a unique morphing of prehistoric and "modern" methodologies.	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE1(9-12), CCE2(9-12), CCE3(9-12), DE1(9-12), P2(9-12), AA1(9-12)

Unit 5: The Mechanization of Agriculture	What major impacts did mechanized technology have on agriculture?	The second agricultural revolution witnessed the development of powered engines and implements, and subsequently increased food production, preservation methods, transportation needs, and more.	TCC1(9-12), TCC2(9-12), TCC3(9-12), DE1(9-12), TI2(9-12), TI3(9-12), P2(9-12), AA4(9-12)
Unit 6: The Emergence of Worldwide Communication, Transportation, and Domination	What historical impacts has agriculture had on societies?	Agriculture was either the cause or effect of the majority of major world events, including famines, environmental issues, and major socioeconomic changes.	TCC1(9-12), TCC2(9-12), TCC3(9-12), CCE1(9-12), DE1(9-12), P2(9-12)
Unit 7: The Future of Agriculture and the Need for Agricultural Advocacy	How can I identify accurate information, and why is it important?	It is important to conduct research utilizing the scientific method and controlling as many variables as possible to have the most accurate research and eliminate bias and potential controversy, because new advances are made daily, and it is important to be able to form an accurate and educated opinion.	TCC1(9-12), TCC3(9-12), CCE3(9-12), DE1(9-12), P2(9-12)

Unit 1 - Prehistoric Agriculture and How It Was Studied

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

Common Core State Standards

- CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

National Agriculture Food and Natural Resources Standards

- AS.01.01.01.a. Summarize the origin, significance, distribution, and domestication of different animal species.
- CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.
- CRP.07.02.01.b. Assess data sources for reliability and validity.

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.
CCE1(9-12): 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.
DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

Understandings: Students will understand that… ● Scientific research is done utilizing the scientific method, and although it is communicated through scientific publications, often some issues come out through other avenues which can be misconstrued in a variety of ways. ● Humans evolved from *Homo sapiens* and evolved from nomadic culture with the advent of domestication. ● Domestication of plants and animals happened in different ways and in different places of the world, and allowed early humans to settle in a permanent location.	**Essential Questions:** ● How is scientific research done and communicated? ● What was the biological and social evolution process of early human beings? ● What is the domestication process?
Students will know… ● How prehistoric agriculture is studied ● The scientific method and its use ● The timeline and geographic patterns of how humans dispersed around the world ● Biological and social changes in *Homo sapiens* between their nomadic and foraging cultures to settlement cultures including brain development, cooking of food, and domestication of plants and animals for food	**Students will be able to…** ● Design a social experiment for which they will utilize the scientific method ● Analyze early *Homo* species leading to *Homo sapiens* ● Evaluate a variety of media and publications to determine validity ● Outline the phylogenic evolution and domestication process of an animal and plant species of their choice
Key Vocabulary: Agriculture, Agriscience, Domesticate, Feral, Homo sapiens, Hunter/gatherer, Hypothesis, Media, Nomad, Prehistoric, Research, Scientific Method, Social Systems, Society, Tame, Vavilov/Lysenko/Darwin	
Assessment Evidence	
Performance Tasks: ● Hypothesis for agriscience fair project **TCC1, TCC3** ● Media validity evaluation **TCC2** ● The alternative project to the agriscience fair project will be to write and present a 6-8 minute speech on a relevant topic within the FFA guidelines which will be chunked accordingly throughout the course, or create one outline of an extemporaneous public speech per unit and present one extemporaneous speech within the FFA guidelines **TCC3**	**Other Evidence:** ● Basic Needs of People Activity **DE2** ● *Homo sapien* evolution mapping activity **TCC3** ● Field trip reflection **TCC4**

Learning Plan
• Introduction to the scientific method and research project **TCC1, TCC3** • Evaluation of media and additional publications for validity **TCC2** • Timeline and mapping activity- evolution of *Homo sapiens* and prehistoric cultures **TCC3** • Diagramming activity of different evolutionary and domestication theories **CCE1** • Evaluation of difference between domestication, feral, and tame, Basic Needs of People activity **DE2** • Field trip to Institute of Native American Studies **TCC4** • Creation of a hypothesis for an agriscience fair project **TCC1, TCC3**
Teacher Resources: UConn ECE resources, Field Trip: Institute for Native American Studies- Washington CT, National FFA Agriscience Fair Resources, Teacher Created Resources, https://www.pbs.org/video/seeds-of-civilization-hqx3oj/

Unit 2 - The World's First Major Settlements and their Agricultural Practices and Innovations

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.6 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 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Common Core State Standards

- 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.
- 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.11-12.9 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.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

National Agriculture Food and Natural Resources Standards

- AS.01.01.01.a. Summarize the origin, significance, distribution, and domestication of different animal species.
- PST.01.02.01.a. Compare and contrast applications of simple machines in AFNR related mechanical systems.
- PP.01.01.02.a. Identify common equipment used in food products and processing systems (e.g., packaging, mixing, cooling, heating, preservation, etc.) and describe their function.

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.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
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.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that…

- A variety of climates, native species of animals and plants, and geographical differences impacted the needs and priorities of certain cultures.
- Trade, developments, inventions depending on the needs of cultures developed, and people invented and continued to modify and refine tools to assist in a variety of agricultural processes
- As overall health improved due to better nutrition and food safety as people remained sedentary as opposed to nomadic, and as people started to have more time for other pursuits, people had time and resources to make more new discoveries

Essential Questions:

- How did agriculture impact the abilities of ancient societies to survive?
- How did ancient cultures advance and grow?
- How did agricultural progress allow advancement of cultures?

Students will know...

- Ancient agricultural methods from the ancient cultures of the following major geographical areas: Sumeria/Babylon, Egypt, China, Rome, Mesopotamia
- A variety of ancient tools and their modern counterparts
- A variety of ancient foods and their modern counterparts
- Agricultural practices and their effects on the land and environment
- Chronology of the ancient cultures and agricultural milestones

Students will be able to...

- Research the domestication process of a plant and animal
- Continue to develop their agriscience fair project
- Apply their learning to a museum trip
- Use ancient food processing methods to make an ancient dish and compare it to its modern food
- Research the stages of an agricultural invention and present it

during those historical periods • The effect of agriculture on the human body • The effect of agriculture on the development of society	

Key Vocabulary: Aqueduct, Archimedes Screw, Civilize, Domestication, Fertile Crescent, Irrigation, Maize, Mesopotamia, Papyrus, Phylogenic, Primitive, Research Methodology, Scythe, Sickle, Slash and Burn Agriculture, Social Hierarchy and Social Classes, Social Structures, Society, Thresh, Trait

Assessment Evidence

Performance Tasks:
- Plant and animal phylogenic domestication project **TI2**
- 3 or more valid sources chosen for literature review in MLA format **TCC2**
- Draft materials list and method/plan for social systems research project **TCC1, TCC3**

Other Evidence:
- Metropolitan Museum Reflection **TCC4**
- Grain milling and over-the-fire baking laboratory and reflection **TCC4**
- Plant based agriculture “invention” project (create a tool) **CCE3**
- Agricultural tool timeline project **CCE4**

Learning Plan

- Animals and plants and emergence of society introduction **TCC2**
- Plant and animal phylogenic domestication project **TI2**
- Agricultural innovation and society/trade routes timeline and mapping activity **TI3**
- Agricultural tool timeline project- choose from the basic tools from this time frame and map out the evolution of this tool from then to the modern times, including modifications, etc. **CCE4**
- Create a tool project and museum placard description project **CCE3**
- Working time for agriscience fair project **TCC1, TCC3**
- Ancient and modern food cooking laboratory and reflection **TCC4**
- Field trip to Metropolitan Museum/Museum of Natural History- New York City and Reflection **TCC4**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: Field Trip to Metropolitan Museum/Museum of Natural History- New York City, Teacher Created Resources, UConn ECE Resources, National FFA Agriscience Fair Resources

Unit 3 - Medieval Europe to the New World Exploration Era

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

National Agriculture Food and Natural Resources Standards

- AS.01.01.01.b. Examine characteristics of animals that developed in response to environmental and production related influences
- AS.07.01.04.b. Analyze data to evaluate preventive measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
- PS.03.06.03.a. Describe the techniques used to prepare plants and plant products for distribution.
- FPP.02.02.02.a. Identify common food additives and their properties (e.g., preservatives, antioxidants, buffers, stabilizers, colors, flavors, etc.).
- FPP.02.02.01.b. Explain how the chemical and physical properties of foods influence nutritional value and eating quality.
- PST.01.02.01.a. Compare and contrast applications of simple machines in AFNR related mechanical systems.
- PS.03.01.03.b. Demonstrate plant propagation techniques (e.g., cuttings, division, separation, layering, budding and grafting, etc.)

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.
CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that… ● Agricultural methods were impacted by, and had an impact on, trade, technology, science, innovation, geography, disease, religion, economy, and social systems ● Tools and technologies underwent a transformation over time to become more advanced ● Exchange of plants and spices impacted the culinary aspect of many cultures, as well as impacted the medical field, among other aspects	**Essential Questions:** ● What portions of society affected agriculture, and what portions of society had an effect on agriculture? ● What happened to agricultural tools as society advanced? ● How did global trade impact agriculture?
Students will know… ● How the agricultural methods impacted society so much that disease was more relevant, and that brought about the use of plants to fix such problems ● The impacts of agriculture on technology, science, innovation, geography, religion, economy, and social systems ● Major trade routes and the items that were exchanged upon those routes ● How plants were bred selectively to produce a desired product ● How animals and plants were further domesticated and altered during the medieval ages	**Students will be able to...** ● Dissect a traditional Italian dinner and dissect the origins of certain items that are now traditionally Italian ● Graft a plant ● Model the Black Plague and connect it to the development of plant research and botany ● Outline the development of a tool from prehistoric to middle ages to current use, and note the major changes over time

Key Vocabulary: Black Plague, Botany, Cartography, Columbian Exchange, Commerce, Conquest, Crop Rotation, Crusade, Dark Ages, Dictator, Distill, Epidemic, Fermentation, Feudalism, Graft, Greek Hellenization, Herb, High Middle Ages, Incense, Latitude, Literature Review, Longitude, Maize, Medieval, Monopoly, New World, Ottoman Empire, Outbreak, Pasteurization, Plow, Revolution, Roman Empire, Slave, Spice, Spice Trade, Spirits, Tobacco, Trade

Assessment Evidence

Performance Tasks:

- Final materials list and methods for agriscience fair project **TCC1, TCC3**
- Literature review rough draft **TCC1, TCC3**
- Tool Highlight Project **CCE2**

Other Evidence:

- Black Plague Outbreak Simulation Activity **CCE3**
- Italian Dinner Dissection and Columbian Exchange Laboratory **TCC4**
- Plant Grafting Laboratory **TCC4**

Learning Plan

- Introduction to the convergence of societies with increased travel and trading abilities, and the onset of major disease, the continued evolution of plant and animal agriculture, and beverages and impacts on/influences from varieties of religious and social systems **TCC2**
- Black Plague epidemic simulation laboratory activity **CCE3**
- Introduction to the discovery of botany/healing/plants as medicine, and beginning of targeted plant breeding **TCC2**
- Tool Highlight Project- Tools and technologies that were invented or modified between 500-1500AD- Individual student research and short presentation- the beginnings and evolution to current times. Use the plow as an example **CCE2**
- Spice identification and use activity **TCC4**
- Italian dinner laboratory- Dissection of crops of Columbian exchange in modern Italian cuisine, finding the remnants of Roman cuisine in particular Italian dishes **TCC4**
- Potato/tomato grafting laboratory **TCC4**
- Work time for Agriscience Fair project **TCC1, TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources:
UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources

Unit 4 - The Beginnings of Agriculture in Colonial America

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.d
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.1.e
- Provide a concluding statement or section that follows from and supports the argument presented.

National Agriculture Food and Natural Resources Standards

- PST.01.02.02.a. Identify the tools, machines, and equipment needed to construct, fabricate, and/or repair projects in AFNR.
- CRP.07.01.01.a. Identify reliable research processes and methods used to generate data for decision-making.
- CRP.07.02.01.b. Assess data sources for reliability and validity.
- AS.04.02.01.c. Evaluate breeding systems based on the principles of genetics.
- NRS.02.02.02.a. Categorize the primary causes of extinction of living species due to human activity (e.g., overharvesting, habitat loss, invasive species, pollution, etc.)
- PST.04.04.03.c. Construct AFNR structures using wood, masonry, and/or metal materials.

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.
CCE1(9-12): 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.
CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that…

- The advent of agriculture and selection of animals and plants for production, and emerging agricultural methods, sometimes had a negative effect on the native species to a area
- America experienced a revolution almost directly from Native American prehistoric methods that were previously unknown, and had a unique incorporation of modern technology mostly from Europe, and therefore had a more disjointed evolution than other areas
- People began to truly have crafts, skills, or trades, that they were able to develop and excel in
- As people continued to have a sedentary lifestyle, they developed structures and methods to store animal and human foods in order to ensure nutrition throughout the year, and these methods had to be altered depending upon the surrounding climate and environment
- America provided many contributions to the further domestication and selection of plants and animals to continue development, and was the center of development for many modern day tools and technologies

Essential Questions:

- How did agricultural advancements affect the surrounding natural environment?
- How was America's agricultural revolution different than others throughout the world?
- How did people store the now abundant products of their toil?
- What tools and technologies are credited to American origin?

Students will know...

Students will be able to...

• The origin of many commonly used tools, equipment, and technologies prevalent in American Agriculture • How agriculture tied in to the development of all types of transportation in Colonial America until the 1900's • How agriculture influenced the economy in Colonial America until the 1900's • Major historical figures who influenced agriculture in Colonial America until the 1900's • How agriculture differed across the country and what influenced what was done in different parts of Colonial America until the 1900's	• Identify positive and negative practices used in Colonial America until the 1900's • Experience colonial production methods (may include wool working and textiles, metal smithing, use of old farm tools, woodworking, colonial food preparation methods such as grinding flour or churning butter, etc.) • Create a model of an old style barn • Identify how genetics and the concept of hybrid vigor and crossbreeding were used in the development of plants and animals, and how this was tracked
Key Vocabulary: Barbed Wire, Barn Typology, Benjamin Franklin, Bushel, Combine, Commercial Farming, Cotton Belt, Cotton Gin, Crossbreed, Cultivator, Erosion, Extinction, Forge, Genetics, George Washington, George Washington Carver, Harrow, Herdbook/Registry, Hybrid, Hybrid Vigor, Indentured Servant, Irrigation, Jamestown, Land Grant, Monoculture, No- Till, Patent, Plantation, Plow, Plymouth, Sickle, Silo, Slave, Thomas Jefferson, Thresh	
Assessment Evidence	
Performance Tasks: • Acknowledgements draft, Final literature review for agriscience fair **TCC1, TCC3** • Agricultural Timeline Project (major tool/technology, animal, plant, production discoveries, and associated people during the time period) **CCE3**	**Other Evidence:** • Interpreting data activity to help with agriscience fair **TCC3** • Tool Highlight Project **CCE2** • Hybrid Vigor Laboratory Activity **CCE1** • Barn Construction Project **AA1** • Plant or Animal Extinction Eulogy Project **DE1** • Sturbridge Village reflection project (if available)
Learning Plan	
• Introduction to concepts of the time period **TCC2** • Tool Highlight Project- Tools and Technologies that were invented or modified between 1600-1900 AD- Individual student research and short presentation **CCE2** • Data collection and interpretation activity **TCC2** • Hybrid Vigor Activity **CCE1** • Plant or Animal Extinction Eulogy Project **DE1** • Barn Construction Project **AA1** • Agricultural Timeline Group Project **CCE3** • Work time for Agriscience Fair Project **TCC1, TCC3** • Field Trip to Sturbridge Village (if available), or in class agricultural production activities (wool working, food processing, etc.) **TCC4**	

- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: Field Trip: Sturbridge Village, UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources, Reference Book- The Founding Gardeners, The Big History of Civilizations | Origins of Agriculture | Wondrium

Unit 5 - The Mechanization of Agriculture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

National Agriculture Food and Natural Resources Standards

- PST.02.02.01.c. Analyze the efficiency of equipment, machinery, and power units (e.g., theoretical field capacity, actual field capacity, return on investment, etc.)
- ABS.01.01.03.b. Compare and contrast global economic policy and trade impacting AFNR Businesses.
- ABS.05.01.01.a. Explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).
- AS.01.03.01.c. Evaluate the impact of laws pertaining to animal agriculture (e.g., pros, cons, effect on individuals, effect on businesses, etc.).

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.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
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.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation

Understandings: Students will understand that... ● The second agricultural revolution witnessed the development of powered engines and implements, and subsequently increased food production, preservation methods, transportation needs, and more. ● Due to the increased movement to cities, humans became more distant from agriculture, and many laws and programs were put into place to protect those still practicing agriculture and ensure the production of food ● Students and citizens can contribute to agriculture by practicing positive and accurate agricultural outreach, and can also be involved in the legal system by bringing awareness and support within the lawmaking progress each year	**Essential Questions:** ● What did the second Agricultural Revolution contribute to agricultural development? ● What effects did the legal process have on agriculture in this time frame? ● How can I contribute to agriculture?
Students will know... ● Types of engine powered equipment and implements that provided the greatest impact on agricultural advancements during the time period ● Food preservation methods became popular and varied due to increased food production, and resulting overages, and need to ship food further distances from the origin farms ● How agriculture shaped the transportation needs and methods in the 19th and 20th centuries ● A variety of laws, acts, and programs that were made to support and ensure constant agricultural production and developments	**Students will be able to...** ● Research the process of a bill through the legislative process, and write and submit testimony to support an agricultural bill of choice ● Analyze results and draw conclusions for a social systems research project ● Research the development of a piece of equipment from origin to present, and create an educational placard display for a local museum ● Research the development of an agricultural commodity and the influences of this time period on the development of that commodity ● Compare and contrast food preservation methods, as well as resulting differences in food quality and products as a result of a variety of food preservation methods ● Perform commonly used food preservation methods that

	developed in this time frame

Key Vocabulary: 4-H, Analysis, Bill (legal), Canal, Canning, Coal Power, Commodity, Cooperative, Dehydration, Food Preservation, Food Quality, Freezing, Horsepower, Hydroelectric Power, Implement, Interstate Highway, Land Grant University/College, Law, Legislature, Mechanization, National FFA Organization, Oil Power, Placard, Prototype, Railroad, Refrigeration, Research Results, Right to Farm, Steam Power, Subsidy, Testimony, Tractor, Transcontinental, Turnpike, University Extension, Vaccine

Assessment Evidence

Performance Tasks:

- Results draft; discussion and conclusions draft for agriscience fair **TCC1, TCC3**
- Flanders Placard Project **TCC4**
- Bill testimony submission **TCC4**

Other Evidence:

- Agriculture Then and Now Project **CCE4**
- Food Preservation Taste Testing Laboratory Activity **DE1**
- Food Preservation Laboratory Activity **TCC4**

Learning Plan

- Introduction to different types of engine powered equipment and implements- compare and contrast activity **TCC2**
- Introduction to new methods of food and equipment transportation, and preservation due to higher production amounts **TCC2**
- Introduction to major brands and manufacturers of the time compared to now, and how international policy affects the supply chain **TCC2**
- Introduction to major changes and advancements in plant and animal farming methods **TCC2**
- Introduction to emergence of agricultural law, including Right to Farm, Land Grant Colleges/Universities, and emergence of organizations such as Farm Bureau, Extension/4-H, FFA, etc., as well as new social constructs and the first instances of social distancing from agriculture **TCC2**
- Introduction to the legal process- how to use website to track laws during session, write and submit testimony for a bill **TI2**
- Tool Highlight Project- Tools and Technologies that were invented or modified in 1900-?- Individual student research and short presentation. This project will be based on a piece of equipment in the Flanders barn and be mounted as a public display **TI3**
- Agriculture Then and Now- Choose agricultural commodity, research origin, how this time period helped this product emerge, where it is today **AA4**
- How to analyze results and draw conclusions from a research project **TCC3**
- Work time for Agriscience Fair Project **TCC1, TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources:
Field Trip: Flanders Nature Center Farm “Museum”, Field Trip: Diebold’s Tractor Museum (if available), https://www.pbs.org/video/real-ag-realag-farm-technology-301/, https://www.pbs.org/video/ag-machinery-2acbhq/,

https://www.pbs.org/video/realag-equipment-technology-ep-605-uzwsmk/, https://www.pbs.org/video/real-ag-realag-transportation-ep-511/,

Unit 6 - The Emergence of Worldwide Communication, Transportation, and Domination

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.
- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

National Agriculture Food and Natural Resources Standards

- ABS.01.01.03.b. Compare and contrast global economic policy and trade impacting AFNR Businesses.
- ABS.05.01.01.a. Explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).
- AS.01.03.01.c. Evaluate the impact of laws pertaining to animal agriculture (e.g., pros, cons, effect on individuals, effect on businesses, etc.).
- CRP.07.01.01.a. Identify reliable research processes and methods used to generate data for decision-making.
- CRP.07.02.01.b. Assess data sources for reliability and validity.

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.
CCE1(9-12): 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.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that…

- Although war is overall a devastating occurrence, there are often many technological and scientific advances made in order to have the upper hand that can then be used in everyday life.
- Agriculture shapes societies in different ways, especially when there is a different style of government present, such as communism in Asia.
- Agriculture was either the cause or effect of the majority of major world events, including famines, environmental issues, and major socioeconomic changes.
- An agricultural revolution is a short period of time in which many large and significant advancements are made. There have been three major agricultural revolutions, and we may be heading into a fourth right now.
- Programs were made including subsidies, certain areas became known for production of certain commodities for trade, and companies were created in different forms, such as horizontal or vertical integration in order to manage production.

Essential Questions:

- Are there any beneficial outcomes of wars?
- How does agricultural society look in other parts of the world?
- What other historical impacts has agriculture had on societies?
- What is considered an agricultural revolution?
- How did industries manage higher production levels of product, and delivery to further spread out people?

Students will know…

- Major wars and world events and their impacts on or how they are an effect of agriculture
- How different governments can be impacted by agriculture and agricultural change
- What constitutes an agricultural revolution

Students will be able to...

- Identify the three agricultural revolutions and their significance, and defend their opinion on whether we are in an agricultural revolution currently
- Identify how agriculture in different regions affects society in other regions and parts of the world
- Compare and defend their opinion on the significance of a variety of agricultural inventions from this time frame
- Read a graph and use the information to determine countries' impacts on agricultural trade and production

	• Write an abstract and introduction for their agriscience fair project using appropriate resources

Key Vocabulary: Abstract, Adolf Hitler, Agricultural Revolution, Boll Weevil, Commodity, Communism, Drought, Export, Famine, Great Depression, Horizontal Integration, Import, Josef Stalin, Mao Zedong, Nazi, Plague, Selective Breeding, Socioeconomic, Subsidy, Trade, Value Chain, Vertical Integration, Victory Garden, World War I, ,World War II

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Abstract and Introduction drafts for agriscience fair **TCC1, TCC3** • Ag Invention Madness Project	• World Ag Project • Agricultural revolution comparison mini essay

Learning Plan

- Introduction to world wars and impacts on agriculture (Germans attempted first recreation of extinct species and had special breeding programs, demise of the draft horse with the advent of mechanized equipment, claiming land and weaponization against farmers and private landowners, Stalin's five year plan) **TCC2**
- Introduction to Eastern countries and the communist government form, their tenets of communism and their effects on agriculture, and Mao Zedong's Great Leap Forward, the third agricultural revolution **TCC2**
- The Third Agricultural Revolution Ag Madness Project **CCE1**
- Introduction to other great agricultural issues (Irish potato famine, victory gardens, the Dust Bowl, 1980s Farms Crisis, Grasshopper and Boll Weevil plagues, Great Depression, introduction of crop subsidies and overproduction, etc.) **TCC2**
- The Dollar Street website activity and the World Ag Trade Project **DE1**
- Analysis of the previous factors and their contribution to the third agricultural revolution **TCC2**
- Three agricultural revolutions comparison essay, and are we in a fourth agricultural revolution now? **TCC3**
- Work time for agriscience fair projects **TCC1, TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: https://pressbooks.nvcc.edu/nolgeo210/chapter/10-1-the-three-agricultural-revolutions/ for ag revolutions comparison project, UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources

Unit 7 - The Future of Agriculture and the Need for Agricultural Advocacy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various
- places and regions in the United States.
- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

National Agriculture Food and Natural Resources Standards

- ESS.01.01.02.c. Utilize data analysis to identify trends in a data sample and assess the confidence that can be drawn from those conclusions.
- ECL.03.03.03.c. Demonstrate verbal communication tactics such as active listening, interviewing, and/or public speaking to create a message.
- FPP.04.02.03.a. Describe current and emerging technologies related to food products and processing (e.g., high pressure processing of foods, automation, biotechnology, etc.).
- NRS.02.03.03.b. Analyze how some technological advancements changed how natural resources were used and viewed (e.g., Industrial Revolution, fossil fuels, green technology, etc.).
- NRS.02.04.03.c. Predict the economic impact of green technology and alternative energy.
- CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices, and ideas.
- PST.05.01.01.b. Analyze data using current and emerging technologies.

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.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that…

- It is important to conduct research utilizing the scientific method and controlling as many variables as possible to have the most accurate research and eliminate bias and potential controversy, and present that research in order to improve some aspect of the world
- Advances in agriculture and science are made daily and it is important to find the most correct and unbiased literature regarding these items in order to make an educated opinion about it
- There is always bias present in publications and it is important to be able to recognize the bias and fact check information using appropriate measures.
- There are many unsubstantiated rumors and false information about a variety of topics, and we need more people to become educated on these issues in order to prevent misinformation from spreading

Essential Questions:

- Why is it important to conduct research and present it to others?
- Should new information be taken as it is given?
- What should be done before forming an opinion on a new piece of information?

Students will know...

- Why fact checking is important
- Why it is important to be able to identify bias

Students will be able to…

- Fact check and identify bias in an agricultural news article
- Identify benefits, drawbacks, and potential controversial issues with new and emerging technologies, and be able to form their own educated opinion on those topics
- Plan and facilitate a discussion about a new and emerging technology
- Analyze a film for bias
- Present a scientific research project

Key Vocabulary: Anti-Medication, Anti-Vaccination, Bacterial Resistance, Bias, Carbon Footprint, Climate Change, Clone, Controversy, Diet, Drone, Fad, Gene Editing, Genetically Modified Organism, Genome, Genotype, Gluten, GMO, Green Revolution, Invasive, Pesticide, Pharmaceutical, Trend

Assessment Evidence

Performance Tasks:

- Final agriscience fair draft **TCC1, TCC3**
- Agriscience Fair presentation (optional extra credit) **TCC1, TCC3**
- Current event research and Socratic discussion plan **CCE3**

Other Evidence:

- Current Event Discussion Participation **DE1**
- Controversy and bias documentary analysis **TCC3**

Learning Plan

- New technologies and the Green Revolution- Current event research and peer-led presentations and discussions on issues including but not limited to the following current and relevant items: Genotyping gene editing and genome projects, cloning, GMO's (with a focus on plant products), Bacterial resistance issues, Pesticide/Herbicide issues, Planting and Sales of Invasive Plants, Food labelling/trends/diets, pharmaceutical "pharming" of animals, diseases such as celiac and related diets and misconceptions about things like gluten, analysis of our carbon footprint, drone technologies, climate change and impacts and causes, anti-medication/anti-vaccination movements **CCE3**
- Final agriscience fair/speech presentations **TCC1, TCC3**
- Watch a relevant documentary and analyze for bias (examples: GMO OMG, Food Inc., etc.) **TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: https://www.pbs.org/video/gmo-xbr6fw/, https://www.pbs.org/video/real-ag-realag-gmos-gentically-modified-organisms-iep503/, UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources, SWANK movie access for documentary, Jimmy Kimmel Youtube Video: What's a GMO

Regional School District 14 Textbook Adoption Proposal Form

Instructions - After the text selection process is finished, please submit the following to the Director of Teaching and Learning for the chosen text:

- Completed adoption proposal form
- A copy of the cost proposal/quote from the vendor
- 1-3 copies of the Student Textbook and the Teacher's Guide for review.

School/Grade/Department: Nonnewaug/ Grade 10/ Science	Date: 2/10/26
Evaluating Team Members: Shelly Stone, Nick Sheikh, Toby Denman, Josh Kornblut, Becca Pope	
Textbook Information	
Title of the Proposed Textbook: Miller & Levine Biology	Edition: Experience Biology 2028 (Rollover)
Author(s)/Editors: Kenneth Miller and Joseph Levine	
Publisher (please include name of contact person, address, phone, and fax)	
Text Readability Level: 9-10	Copyright Year: 2028
Is this a more current edition of an approved text already in use? (If yes, please include the title, copyright date, and publisher of the text being replaced) No	
Proposed Textbook Cost	
Cost of The Proposed Text: (25 hard copies + 120 digital)	$16460.00
Number of Texts Requested: (See bundle above)	x
Approximate Cost of Shipping:	+365.50
Total Cost:	$16825.50
Additional Information Required	
Titles of Other Texts Reviewed: Inspire Biology	
Advantages of The Proposed Text: Better use of diagrams to support reading, better online resources, NGSS aligned phenomenon based learning	
Other School Districts Utilizing The Proposed Text: Avon	

Brookfield
Hartford Public Schools (11 buildings)
New Cannan
Somers
Stamford Schools (3 buildings)
West Hartford
Wilton
Guilford
Westbrook
Windam
Brandford
Clinton
Ledyard
Amity
Seymour
Wallingford

Evaluation of The Proposed Textbook			
Content - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are the instructional goals clearly stated in terms of what students should know and be able to do?	x		
2. Does the content align with the state and district curriculum standards?	x		
3. Does the content challenge students of varying levels?	x		
4. Is the content age appropriate in terms of interests, concepts, etc.?	x		
5. Does the content reflect recent scholarship in this subject area?	x		
6. Are there connections made within and across content areas?	x		
7. Are gender, racial, ethnic, religious, and socio-economic groups, past and present, accurately and fairly represented?	x		
8. Does the content (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our global society?	x		
9. Are all sides of a controversial issue treated objectively?	x		
Please provide a brief explanation any "no" responses above:			
Assessment of Student Learning - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there formal and informal assessment practices integrated throughout the text?	**x**		
2. Do the assessments provide a balanced profile of students' acquisition of skills, knowledge, understanding, and their ability to apply their learning to real world situations?	**x**		
3. Will the assessments provide meaningful feedback to teachers to improve instruction and learning?	**x**		
Please provide a brief explanation any "no" responses above:			
Instructional Support - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there up-to-date reference sources listed?	x		

2. Is there a focus on higher level thinking skills?	x		
3. Are the units and lessons organized in a manner that are easy to use?	x		
4. Do the activities engage students in problems and questions before solutions and answers are introduced?	x		
5. Do the materials allow for a variety of activities that address different learning styles?	x		
6. Do the materials provide ways of building students' competency with the Vision of A Learner attributes?	x		
7. Do the materials provide opportunities for parents and community members to be involved in learning activities?			x
8. Are the typeface, type size, illustrations, and visual aids suitable for the students who will be using this text?	x		
9. Is the text/supplemental material available in different languages?	x		
10. Is the text/supplemental material available on audiobook?	x		
11. Do the instructional methods reflect current learning theory and pedagogy?	x		
12. Are the authors (contributors) recognized for their expertise in this subject area and their experience with students at a similar level to those who will be utilizing this text?	x		
Please provide a brief explanation any "no" responses above:			
Overall Summary and Rationale for Utilizing This Textbook: This significantly updates our current resources for CP Biology. It provides embedded text to speech and translation software. It also includes a clear delineation of activities and how they align with NGSS.			

Approval Signatures	
Department Chairperson:	Date:
Principal:	Date:
Director of Teaching and Learning:	Date:

Regional School District 14 Textbook Adoption Proposal Form

Instructions - After the text selection process is finished, please submit the following to the Director of Teaching and Learning for the chosen text:

- Completed adoption proposal form
- A copy of the cost proposal/quote from the vendor
- 1-3 copies of the Student Textbook and the Teacher's Guide for review.

School/Grade/Department: Nonnewaug High School/ Social Studies	Date: 1/28/26
Evaluating Team Members: Rebecca Trzaski & Marisa Christoff	
Textbook Information	
Title of the Proposed Textbook: American Government: Stories of Nations	Edition: 2nd edition
Author(s)/Editors: Scott F Abernathy & Karen Waples	
Publisher (please include name of contact person, address, phone, and fax): BFW Publishers Becky Anderson (207) 540-0909 banderson@bfwpub.com	
Text Readability Level: Abernathy's American Government: Stories of a Nation is designed for high school AP® and introductory college courses, featuring a highly readable narrative style suitable for non-majors. It is characterized by engaging, accessible storytelling rather than dense theoretical jargon, making it approachable for high schoolers while maintaining academic rigor. • Readability Focus: The text is described as one of the most readable in the field, avoiding a "talking down to" tone while simplifying complex political concepts. • Target Audience: It is tailored for AP® US Government and Politics courses, aiming to help students connect historical narratives with modern examples. • Structure: It uses storytelling to explain how diverse ideas shape American political participation, laws, and challenges. The text is generally aimed at the high school level, likely corresponding to advanced high school reading capabilities (approx. grades 10-12).	Copyright Year: 2025

Is this a more current edition of an approved text already in use? (If yes, please include the title, copyright date, and publisher of the text being replaced) Yes It is an update to the first edition of the book (Abernathy, American Government: Stories of a Nation, BFW publishers, which was copyright 2018	
Proposed Textbook Cost	
Cost of The Proposed Text:	$144.98
Number of Texts Requested:	x 30
Approximate Cost of Shipping:	+217.47
Total Cost:	$4566.87
Additional Information Required	
Titles of Other Texts Reviewed: American Government: Institutions and Policies by Wilson, Dilulio, and Bose; American Government Roots and Reform 2026 AP Edition by O'Connor and Sabato	
Advantages of The Proposed Text: The requested textbook is the updated edition of the current textbook. The current textbook has yielded strong results on the AP exam. Students report that the book is easy to understand and provides helpful tips/text prep activities. The first edition only includes examples up until the 2016 presidential primary. Since the book weaves engaging narratives to illustrate course concepts, it would be extremely helpful to have an addition that goes through the 2024 presidential election as so much has changed since 2016.	
Other School Districts Utilizing The Proposed Text: During the AP Government and Politics Training this is the textbook that the college board recommended.	

Evaluation of The Proposed Textbook			
Content - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are the instructional goals clearly stated in terms of what students should know and be able to do?	X		
2. Does the content align with the state and district curriculum standards?	X		
3. Does the content challenge students of varying levels?	X		
4. Is the content age appropriate in terms of interests, concepts, etc.?	X		
5. Does the content reflect recent scholarship in this subject area?	X		
6. Are there connections made within and across content areas?	X		
7. Are gender, racial, ethnic, religious, and socio-economic groups, past and present, accurately and fairly represented?	X		
8. Does the content (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our global society?	X		
9. Are all sides of a controversial issue treated objectively?	X		
Please provide a brief explanation any "no" responses above:			
Assessment of Student Learning - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there formal and informal assessment practices integrated throughout the text?	**X**		
2. Do the assessments provide a balanced profile of students' acquisition of skills, knowledge, understanding, and their ability to apply their learning to real world situations?	**X**		
3. Will the assessments provide meaningful feedback to teachers to improve instruction and learning?	**X**		
Please provide a brief explanation any "no" responses above: In addition to the text's embedded assessments, many of the assessments used in this course come from AP Classroom.			
Instructional Support - Please place an "x" in the appropriate	**Yes**	**No**	**N/A**

rating.			
1. Are there up-to-date reference sources listed?	X		
2. Is there a focus on higher level thinking skills?	X		
3. Are the units and lessons organized in a manner that are easy to use?	X		
4. Do the activities engage students in problems and questions before solutions and answers are introduced?	X		
5. Do the materials allow for a variety of activities that address different learning styles?	X		
6. Do the materials provide ways of building students' competency with the Vision of A Learner attributes?	X		
7. Do the materials provide opportunities for parents and community members to be involved in learning activities?			X
8. Are the typeface, type size, illustrations, and visual aids suitable for the students who will be using this text?	X		
9. Is the text/supplemental material available in different languages?			X
10. Is the text/supplemental material available on audiobook?			X
11. Do the instructional methods reflect current learning theory and pedagogy?	X		
12. Are the authors (contributors) recognized for their expertise in this subject area and their experience with students at a similar level to those who will be utilizing this text?	X		
Please provide a brief explanation any "no" responses above: This book is for an AP course. If the district would like to invest in multiple versions of the book then it would be available in different languages and audiobooks. However, due to the nature of the course, and the requirement that all children take the AP exam in May, I do not feel that the district needs to make this added investment.			
Overall Summary and Rationale for Utilizing This Textbook: This is the updated edition of the current textbook. The current textbook has yielded strong results on the AP exam. Students report that the book is easy to understand and provides helpful tips/text prep activities. The first edition only includes examples up until the 2016 presidential primary. Since the book weaves engaging narratives to illustrate course concepts, it would be extremely helpful to have an addition that goes through the 2024 presidential election as so much has changed since 2016.			

Approval Signatures	
Department Chairperson: Marisa Chrsitoff	Date: 1/28/2026
Principal:	Date:
Director of Teaching and Learning:	Date:

Regional School District 14 Textbook Adoption Proposal Form

Instructions - After the text selection process is finished, please submit the following to the Director of Teaching and Learning for the chosen text:

- Completed adoption proposal form
- A copy of the cost proposal/quote from the vendor
- 1-3 copies of the Student Textbook and the Teacher's Guide for review.

School/Grade/Department: Nonnewaug/ Grade 11-12/ Science	Date: 3/2/26
Evaluating Team Members: Shelly Stone, Nick Sheikh, Toby Denman, Josh Kornblut, Becca Pope	
Textbook Information	
Title of the Proposed Textbook: Essentials of Human Anatomy & Physiology	Edition: 13th Edition 2022
Author(s)/Editors: Elaine Marieb and Suzanne Keller	
Publisher (please include name of contact person, address, phone, and fax) Sabrina Setton (sabrina.setton@pearson.com) Pearson Education Inc PO Box 409479 Atlanta, GA 30384-9479	
Text Readability Level: 10-12	Copyright Year: 2022
Is this a more current edition of an approved text already in use? (If yes, please include the title, copyright date, and publisher of the text being replaced) Yes, this is to replace Essentials of Human Anatomy & Physiology 7th Edition, 2003 from Pearson	
Proposed Textbook Cost	
Cost of The Proposed Text: (30 hard copies + 6 year digital access)	$185
Number of Texts Requested: (30)	x 5550
Approximate Cost of Shipping:	+444
Total Cost:	$5994
Additional Information Required	

Titles of Other Texts Reviewed: Hole's Essentials of Human Anatomy and Physiology
Advantages of The Proposed Text: Better use of diagrams to support reading, better online resources, NGSS aligned phenomenon based learning
Other School Districts Utilizing The Proposed Text: Darien High School ● Mercy High School ● Hartford Public Schools ● Amity Regional School District ● Cromwell High School ● Newington Public Schools ● Stamford Public Schools ● North Stonington Town School District

Evaluation of The Proposed Textbook			
Content - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are the instructional goals clearly stated in terms of what students should know and be able to do?	x		
2. Does the content align with the state and district curriculum standards?	x		
3. Does the content challenge students of varying levels?	x		
4. Is the content age appropriate in terms of interests, concepts, etc.?	x		
5. Does the content reflect recent scholarship in this subject area?	x		
6. Are there connections made within and across content areas?	x		
7. Are gender, racial, ethnic, religious, and socio-economic groups, past and present, accurately and fairly represented?	x		
8. Does the content (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our global society?	x		
9. Are all sides of a controversial issue treated objectively?	x		
Please provide a brief explanation any "no" responses above:			
Assessment of Student Learning - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there formal and informal assessment practices integrated throughout the text?	**x**		
2. Do the assessments provide a balanced profile of students' acquisition of skills, knowledge, understanding, and their ability to apply their learning to real world situations?	**x**		
3. Will the assessments provide meaningful feedback to teachers to improve instruction and learning?	**x**		
Please provide a brief explanation any "no" responses above:			
Instructional Support - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there up-to-date reference sources listed?	x		

2. Is there a focus on higher level thinking skills?	x		
3. Are the units and lessons organized in a manner that are easy to use?	x		
4. Do the activities engage students in problems and questions before solutions and answers are introduced?	x		
5. Do the materials allow for a variety of activities that address different learning styles?	x		
6. Do the materials provide ways of building students' competency with the Vision of A Learner attributes?	x		
7. Do the materials provide opportunities for parents and community members to be involved in learning activities?			x
8. Are the typeface, type size, illustrations, and visual aids suitable for the students who will be using this text?	x		
9. Is the text/supplemental material available in different languages?	x		
10. Is the text/supplemental material available on audiobook?	x		
11. Do the instructional methods reflect current learning theory and pedagogy?	x		
12. Are the authors (contributors) recognized for their expertise in this subject area and their experience with students at a similar level to those who will be utilizing this text?	x		
Please provide a brief explanation any "no" responses above:			
Overall Summary and Rationale for Utilizing This Textbook: This significantly updates our current resources for Anatomy & Physiology. It provides embedded text to speech and translation software. It has many embedded career and phenomena based videos and learning activities and also brings our resources into the 21st century with guided animation based lessons.			

Approval Signatures	
Department Chairperson:	Date:
Principal:	Date:
Director of Teaching and Learning:	Date: