**NEW MILFORD BOARD OF EDUCATION**
**New Milford Public Schools**
**25 Sunny Valley Road, Suite A**
**New Milford, Connecticut 06776**

**COMMITTEE ON LEARNING SUB-COMMITTEE**
**MEETING NOTICE**

**DATE: February 6, 2024**
**TIME: 7:30 P.M.**
**PLACE: Sarah Noble Intermediate School – Library Media Center**

## AGENDA

**New Milford Public Schools Mission Statement**

**The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.**

### 1. Call to Order

### 2. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.

B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

### 3. Items for Discussion and Approval:

#### A. Curriculum

1. AP Government
2. AP Psychology
3. Advanced Chorus Honors
4. Criminal Justice
5. Kindergarten Health
6. Grade 1 Health
7. Grade 2 Health
8. Grade 3 Health
9. Grade 4 Health
10. Grade 5 Health
11. Introduction to Business
12. Russian Studies Honors

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**B. Course Proposals**

1. Art Appreciation
2. Basic Life Support in CPR/AED/First Aid
3. Explorations in Science
4. French IV/V College Prep
5. Concert Chorus
6. Exercise Physiology
7. Nutrition and Wellness
8. PE Boot Camp

**4. Items of Information**

A. Schaghticoke Middle School Course Selection
B. Science of Reading Update

**5. Public Comment**

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**6. Adjourn**

**Sub-Committee Members:** **Tammy McInerney, Chairperson**
**Sarah Herring**
**Brian McCauley**
**Dean Barile**

**Alternates:** **Olga I. Rella**
**Leslie Sarich**

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# AP Government

January 2024

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**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Sarah Herring, Assistant Secretary

Dean J. Barile

Eric Hansell

Brian McCauley

Tom O'Brien

Olga Rella

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Mrs. Holly Hollander

**Author of Course Guide**

Mrs. Cara Abraham

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**New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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AP Government

11-12

This course is an elective for juniors and seniors and may be used to fulfill the graduation requirement for Civics and/or Humanities. It is intended to prepare students to succeed on two (2) AP Exams: United States Government and Politics and Comparative Government and Politics.

AP U.S. Government and Politics provides a nonpartisan college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. We will also engage in disciplinary practices that require reading and interpreting data, making comparisons and applications, and developing evidence-based arguments. In addition, a political science research or applied civics project is required.

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. We will also engage in disciplinary practices that require reading and interpreting data, making comparisons and applications, and developing evidence-based arguments.

Course Skills as required by College Board's Course and Exam Description

1. Concept Application: Describe, explain, and compare political concepts and processes to authentic scenarios and contexts. &
2. Country Comparison: Compare political concepts and processes among the six course countries. +
3. Supreme Court Application: Describe and explain the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases with others and explain how the cases relate to a relevant political concept or process. #
4. Data Analysis: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics. &
5. Source Analysis: Read, analyze, and interpret foundational documents and other text-based and visual sources. &
6. Argumentation: Develop an argument in essay format. &

# US Government and Politics only
+ Comparative Government and Politics only
& Both US and Comparative Government and Politics

Big Ideas as required by College Board's Course and Exam Descriptions

The *US Government and Politics* course focuses on five big ideas which allow students to create meaningful connections among concepts across the units. Connecting these big ideas across the different course units will help students develop a deeper conceptual understanding of the course content. Big ideas are spiraled throughout the curriculum through the topics. Below are the big ideas of the course and a brief description of each.

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1: Constitutionalism - The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.
2: Liberty and Order - Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
3: Civic Participation in a Representative Democracy - Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate in the democratic process.
4: Competing Policymaking Interests - Multiple actors and institutions interact to produce and implement possible policies.
5: Methods of Political Analysis - Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

The big ideas serve as the foundation of the *AP Comparative Government and Politics* course and enable students to create meaningful connections among concepts. They are themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allows students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.

1: Power and Authority - Political systems and regimes govern societies and determine who has power and authority. They shape the level of legitimacy and produce different policy outcomes.
2: Legitimacy and Stability - Political legitimacy is the degree to which a government's right to rule is accepted by the citizenry. Governments that maintain high levels of legitimacy tend to be more stable and have an easier time enacting, implementing, and enforcing their policies.
3: Democratization - Democratization is a process that involves the adoption of free and fair elections, the extension of civil liberties, and the establishment of the rule of law. Democratization is a long-term and often uneven process that typically results in increased governmental transparency and greater citizen access and influence over policy making.
4: Internal and External Forces - Internal forces, such as political culture, citizen participation, civil society, interest groups, environmental pressures, and internal divisions based on class, religion, ethnicity, and/or territory, can both challenge and reinforce regimes. External forces, especially globalization, include the increasing worldwide flow of goods, investments, ideas, and people in a manner that is largely unconstrained by national borders.
5: Methods of Political Analysis - Political scientists collect data and make observations in order to describe patterns and trends and explain the political behavior of individuals, groups, organizations, and governments. They use data and ideas from other disciplines such as economics, sociology, history, and geography when drawing conclusions.

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Connection to the Vision of a Graduate

(critical thinking, communication, creativity, problem solving, positive relationships, self-knowledge and management, growth mindset, social awareness)

AP Government contributes to the vision of a graduate of New Milford High School in the following ways:

- Students become informed American citizens who are willing to preserve, protect, and defend the rights and liberties of the Constitution. They also become citizens of the world who explore central questions of liberty, justice, legitimacy, and political and economic development separately and combined with international organizations such as NATO, the World Bank, and the United Nations.
- Students communicate with principled attention to the best arguments animating civic discourse. They build positive relationships and develop social awareness when working in informal small groups during in class discussions and analytical and writing activities. We build a strong classroom community in this AP class to provide students with collaborators with whom they may turn to for out-of-class support. Students also create content and skill specific study guides for each other so they can see the immediate impact their contributions have on an authentic audience. They communicate more deeply with partners to complete performance-based assessments which in turn are formally presented to the class as a whole.
- Students engage in critical thinking when evaluating the argument, perspective, evidence, and reasoning in foundational documents such as the Federalist Papers, Dr. King's Letter from a Birmingham Jail, and Supreme Court cases. Students frequently practice free-response questions which prompt students to consider the possible consequences of many different political situations.
- Students develop self-knowledge, self-management, and a growth mindset with a rigorous independent work schedule. Students are responsible for meeting due dates and for peer assessing their classmates' presentations. Students are asked to present independent research topics centered around contemporary public policies or multinational current events. In this way they learn from each other that mistakes are an opportunity to learn from multiple sources. Students are given frequent quizzes to track progress and are also encouraged to redo assignments and make corrections to quizzes and tests to show that their learning is an on-going process.

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**Pacing Guide**

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

United States Government and Politics is taught in the first semester

1. Foundations of American Democracy — 8-79 minute block periods
    a. Colonies to Articles of Confederation to the Constitution
    b. Federalism
2. American Political Ideologies and Beliefs — 5-79 minute block periods
    a. American Political Culture
    b. Public Opinion
    c. Ideologies
    d. Media
3. Political Participation — 9-79 minute block periods
    a. Voting/Elections and Campaigns
    b. Political Parties
    c. Interest Groups
4. Interactions among Branches of Government — 13-79 minute block periods
    a. Congress
    b. President and Executive Branch
    c. Judiciary
5. Civil Liberties and Civil Rights — 10-79 minute block periods
    a. Supreme Court Cases
    b. Bill of Rights

Midterm Exam

Comparative Government and Politics is taught in the second semester

6. Political Systems, Regimes, and Governments with UK case study — 5-79 minute block periods
    a. Democracy and Authoritarianism
    b. Power and Authority
    c. Legitimacy and Stability
7. Political Institutions with Russia case study — 7-79 minute block periods
    a. Parliamentary, Presidential, and Semi-Presidential Systems
    b. Executives

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c. Legislatures
d. Judiciaries

8. Political Culture and Participation with Mexico and Nigeria case studies — 5-79 minute block periods
    a. Civil Society
    b. Ideologies
    c. Civil Liberties and Civil Rights
    d. Cleavages
9. Party and Electoral Systems and Citizen Organizations with Iran case study — 5-79 minute block periods
    a. Electoral Rules
    b. Party Organization
    c. Social Movements and Interest Groups
10. Political and Economic Changes and Development with China case study — 6-79 minute block periods
    a. Globalization
    b. International and Supranational Organizations
    c. Industrialization, Technological Forces, and Economic Development
    d. Demographic Change and Social Policies

In class Review — 5-79 minute block periods

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ESTABLISHED GOALS
From CT Social Studies Standards:

CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

## *Transfer*

*Students will be able to independently use their learning to…*

1. Think analytically about the balance between liberty and security and majority rule and minority rights when facing public policy choices.
2. Advocate for a constitutionally appropriate public policy.

## *Meaning*

UNDERSTANDINGS
*Students will understand that…*

The Framers of the Constitution set up a structure of government intended to stand the test of time. To do so, compromises were made during the Constitutional Convention and ratification debates which focused upon the proper balance between individual freedom, social order, and equality of opportunity. Additionally, federalism established a workable relationship between federal, state, and local governments to serve the needs of the people.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- □ How significant were the Declaration of Independence, the American Revolution, and the Constitution to the development of the principle of a democratic republic?
- □ Which, if any, ideological and philosophical origins of the Constitution was most influential in shaping the American governmental system?
- □ How flexible is the Constitution? To what extent was it a series of compromises?
- □ How does federalism allow for legislative experimentation?
- □ What governs the relationships between the federal and state and local governments and among different state governments?

## *Acquisition*

*Students will know…*

*Students will be skilled at…*

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| | ● natural rights<br>● Declaration of Independence and its authors<br>● popular sovereignty<br>● majority rule, minority rights<br>● Articles of Confederation<br>● constitutional democracy<br>● examples of political events before 1787 that shaped the Constitution<br>● compromises at the Constitutional Convention<br>● federalists, anti-federalists<br>● Federalist Papers<br>● ratification process<br>● the basic structure of the Constitution and its Bill of Rights<br>● separation of powers, checks and balances<br>● delegated, implied, reserved powers<br>● constitutional evolution through changes in the informal, unwritten Constitution<br>● amendment processes by which formal changes to the Constitution can be made<br>● federalism<br>● positions of decentralists and centralists<br>● states' rights<br>● grants and mandates | ● Differentiating democracy from other forms of government.<br>● Identifying conditions conducive to a successful democracy.<br>● Assessing the important compromises reached by the delegates at the 1787 Constitutional Convention.<br>● Evaluating the arguments for and against the ratification of the Constitution.<br>● Analyzing how the Constitution grants, limits, separates, and balances governmental power.<br>● Explaining how the use of judicial review strengthens the courts in a separation of powers system.<br>● Analyzing the advantages and disadvantages of the American style of federalism.<br>● Differentiating the powers the Constitution provides to national and state governments.<br>● Assessing the role of the national courts in defining the relationship between the national and state governments.<br>● Evaluating the budget as a tool of federalism, and its impact on state and local governments. |

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| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*The arguments between Federalists and Anti-Federalists by participating in a debate using Federalist #10 and Brutus #1 as anchor sources. The two key arguments will center around the proper role of government and the size and power of the central government.* |
| T, M, A | Teacher created debate rubric with 5 criteria for success as follows:<br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language: *Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows debate and proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Debate<br><br>Goal: Successfully argue for a new stronger centralized national government or a strong state centered government.<br><br>Role: Students will represent citizens favoring the ideas of Federalists and Anti-Federalists.<br><br>Audience: Classmates<br><br>Situation: Students find themselves in the period after the adoption of the Articles of Confederation and before the ratification of the Constitution.<br><br>Performance and Purpose: Students use evidence and analytical arguments to debate the consequences of a strong national government.<br><br>Standards/Criteria for Success: Students clearly establish claims and lines of reasoning, using evidence from foundational documents and real world examples.<br><br>*The American government is organized to respond to national security issues while also preserving checks and balances in a federal system.* |
| M, A | College Board FRQ Rubric | B. AP Free-Response Style Question #1 Scenario Concept Application<br><br>On October 26, 2001, the 342-page USA PATRIOT ACT quickly passed through |

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| | | Congress and was signed into law just 45 days after 9/11. It expanded the federal government's ability to access phone and e-mail communications to an unprecedented level. It gave the FBI the authority to obtain personal information on people suspected of terror-related activities without the approval of judges.<br><br>Broad support for these additional security measures led to this quick response by Congress and the president, but it also ignited a long-standing debate in American government regarding the balance between civil liberties and social order. Groups such as the American Civil Liberties Union launched campaigns opposing the measures and cautioning against the erosion of civil liberties in the wake of the 9/11 attack.<br><br>Respond to all parts of the question. In your response, use substantive examples where appropriate.<br><br>A. Describe a section of the Constitution that a group such as the American Civil Liberties Union would likely say is most affected by the USA PATRIOT ACT.<br><br>B. Explain how checks and balances could work to ensure that the section of the Constitution identified in Part A would be protected.<br><br>C. Over time, some of the measures of the USA PATRIOT ACT have been challenged by state governments who do not wish to cooperate with the federal government. Explain a concept of American government and politics that this action illustrates. |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from US government and politics textbook chapters about colonial and early American government and federalism; and guided reading and note-taking from foundational documents: Declaration of Independence, Articles of Confederation, Federalist Papers #10 and #51, Brutus #1, Constitution, including all amendments. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

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STAGE 3

| Code | ***Pre-Assessment*** | |
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| | 1. Summer Work<br>a. Memorize, recite, and analyze the parts to the Preamble of the US Constitution<br>b. Graphic organizer of Madisonian model of checks and balances among the three branches of the federal government<br>2. Opening day discussion: What does it mean to be a citizen? | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Students will be able to explain the impact of political negotiation and compromise at the Constitutional Convention. Why: Appreciate the evolutionary and revolutionary processes in making the US a constitutional democracy. How: Review Fed 10 and Brutus 1, Review and practice a sample FRQ #1: Concept Application, Use the Constitution to create a graphic organizer of final outcomes to 10 constitutional debates, and introduce a sample FRQ #4: Argumentative Writing requirements and practice: Claim, Line of reasoning, Evidence and explanations, Counter arguments and rebuttal/refutation*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "To what extent was the writing of a new constitution an act of treason?"*<br><br>Teacher places students into small groups to review HW. | Teacher looks for engaged and varied responses from multiple students. |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if |

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| | domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases. | the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, congressional representation, ratification, federalism.*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, shared slides of constitutional debates with descriptions of controversial issues and constitutional resolutions.* | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources (* required by AP):</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 1-3 | Teacher looks for engaged and evidence-based responses from multiple students. |

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| | AP Classroom: Unit 1 videos, quizzes and progress checks<br><br>*Articles of Confederation.<br><br>The Bill of Rights Institute. billofrightsinstitute.org<br><br>*Constitution of the United States.<br><br>*Declaration of Independence.<br><br>*Federalist Papers. #10, #51 and Brutus #1 as provided on AP Classroom<br><br>**McCulloch v Maryland* 1819<br><br>National Constitution Center. constitutioncenter.org<br><br>**United States v Lopez* 1995 | |

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ESTABLISHED GOALS
From CT Social Studies Standards:

CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

CG.His.5.b. Analyze how historical

## *Transfer*

*Students will be able to independently use their learning to…*

1. Identify an ideological perspective in various forms of print, digital, and social media.
2. Predict political behavior when given data from public opinion polls.
3. Assess a media outlet for bias.

## *Meaning*

UNDERSTANDINGS
*Students will understand that…*

American political beliefs and attitudes about government and politics can be measured in how they are acquired, develop and change over time, and expressed through ideologies.

The media play an important role in informing the public about their government.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- □ How do our core beliefs about the role of government affect our behavior?
- □ How does our view of what freedom is shape our opinions?
- □ Why are some opinion polls better than others?
- □ How can policy-makers use information from political science to make decisions?
- □ How do Americans learn about politics?
- □ How is political information collected, used, and transmitted?
- □ How would a citizen's political ideology affect their political participation?
- ☐ How trustworthy are various forms of media in informing us about our government?

## *Acquisition*

*Students will know…*

*Students will be skilled at…*

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| contexts have shaped and continue to shape<br>the ideologies and platforms of political parties in the United States (e.g., factions,<br>partisanship).<br><br>CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior. | ● political culture<br>● individualism<br>● equality of opportunity<br>● free enterprise<br>● rule of law<br>● limited government<br>● political socialization<br>● globalization<br>● public opinion<br>● various types of political polls<br>● sampling error<br>● political ideology<br>● conservative<br>● liberal<br>● libertarian<br>● progressive<br>● news media<br>● social media<br>● agenda setting<br>● mass media<br>● investigative reporting<br>● partisan bias | 1. Understanding the origins and impacts of American exceptionalism.<br>2. Assessing the role of geography in building a national identity.<br>3. Evaluating the importance of where we live on American politics.<br>4. Analyzing how social and demographic factors such as race and ethnicity, gender, religion, family structures, education, and age affect American politics.<br>5. Describing the importance of income, wealth, occupation, and social class in American politics.<br>6. Evaluating the degree to which America has achieved a measure of unity in a land of diversity.<br>7. Identifying the forces that create and shape individuals' political attitudes.<br>8. Describing the key dimensions of public opinion, how public opinion is measured, and the relationship between public opinion and public policy.<br>9. Comparing and contrasting political ideologies and evaluating the critiques of each ideology.<br>10. Identifying forms of political participation, and assessing the effect on voter turnout of demographic, legal, and electioneering factors.<br>11. Describing changes in the nature and the extent of the political influence of the various news media.<br>12. Tracing the evolution of the news media over the course of US history.<br>13. Evaluating the media's influence on public opinion and attention.<br>14. Describing the media's role in elections and the associated problems and benefits.<br>15. Assessing the media's relationship to governance in the US.<br>16. Describing the relationships between the President and the bureaucracy, Congress, the press, and the public. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*Government officials use public opinion polls in their decision-making process. The media play a role in informing citizens about the actions of government officials and the ideas that drive public policy-making. Both polls and media reports influence public opinion.* |
| T, M, A | School-wide Communication Rubric: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language: *Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows debate and proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Poll & Media Tracking<br><br>Goal: Successfully collect representative samples of media reports and polls connected to a public policy and assess their influence on the policymaking process.<br><br>Role: Students will act as political scientists analyzing the relationship among polls, media coverage, government officials, and the public.<br><br>Audience: Classmates<br><br>Situation: Students are investigating public opinion surrounding a current public policy in the news.<br><br>Performance and Purpose: Students use authentic research skills to collect and interpret public opinion polls and their subsequent coverage in various forms of media.<br><br>Standards/Criteria for Success: Students successfully find and evaluate two public opinion polls for legitimacy and two examples each of traditional and social media and write an assessment of their efficacy.<br><br>*One of the most important ways the news media influence politics is through agenda setting.* |
| M, A | College Board FRQ Rubric | B. AP Free-Response Style Question #2 Quantitative Analysis |

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(a) Define policy agenda.

(b) Explain how the national news media engage in agenda setting.

(c) Explain the primary reason the president tends to have an advantage over Congress in gaining media attention.

(d) Consider the given table.

**Viewers' Ages and Frequency of Viewing of Network Nightly News: 1974 and 2002 Combined**

| 1974 | Frequently (%) | Rarely (%) |
|---|---|---|
| 18–29 | 45 | 13 |
| 30–44 | 50 | 12 |
| 45–64 | 68 | 8 |
| 65 and older | 71 | 5 |
| **2002** | **Frequently (%)** | **Rarely (%)** |
| 18–29 | 19 | 22 |
| 30–44 | 22 | 17 |
| 45–64 | 40 | 11 |
| 65 and older | 53 | 8 |

Source: Martin Wattenberg, 2004. "The Changing Presidential Media Environment." *Presidential Studies Quarterly* 34(3):557–572. Originally taken from the 1974 National Election Study and the 2002 Pew Center Media Study.

- Describe the difference in the viewing patterns of older and younger age-groups.
- Describe the change from 1974 to 2002 in viewing habits that exists for all age categories.

(e) Given the information in the table, describe one implication for presidents in their use of the media to promote their political and policy objectives to the American public.

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from US government and politics textbook chapters about political socialization, public opinion polls, ideologies, and media. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

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STAGE 3

| Code | ***Pre-Assessment***<br><br>Demographic and Political Socialization survey to be answered by student, family members, and friends<br>Ideology "quizzes" so student can identify political, economic, and social ideologies | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Explain how US political culture influences the formation, goals, and implementation of public policy over time, specifically how different ideologies impact economic and social policies. Why: Widely held political ideologies shape policy debates and choices in American politics. How: Explore <u>websites</u> to help guide your understanding of the policy positions for major American ideologies; Identify liberal and conservative ideology and describe the space in between - What does it mean to be a centrist/moderate? Give examples of policy positions held by a few representative interest groups, and the Democratic & Republican parties; Compare and contrast how conservatives and liberals view the role of the government in regulating the marketplace and in addressing social issues.*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br><br>*For example, "From which sources did you learn your political values?"*<br><br>Teacher places students into small groups to review HW. | Teacher looks for engaged and varied responses from multiple students. |

| | | |
|---|---|---|
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases. | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, political socialization, ideology, social media.*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, Jamboard comparing and contrasting sources of political socialization.* | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources (* required by AP):</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a</u> | Teacher looks for engaged and evidence-based responses from multiple students. |

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| | Nation. For the AP Course. Boston: Bedford, Freeman and Worth, 2021. Chapters 10-12, 16<br><br>AP Classroom: Unit 4 and Unit 5 (Media) videos, quizzes and progress checks<br><br>The Bill of Rights Institute. billofrightsinstitute.org<br><br>*Constitution of the United States<br><br>*Declaration of Independence<br><br>Ideology Quizzes: Political Typology Quiz. https://www.pewresearch.org/politics/quiz/political-typology/; I Side With Political Quiz. https://www.isidewith.com/political-quiz; Political Compass Test. https://www.politicalcompass.org/test<br><br>The National Constitution Center. constitutioncenter.org<br><br>Various media outlets spanning the traditional, print, radio, TV, digital platforms of news media and social media. New York Times, Washington Post, USA Today, NPR, PBS NewsHour, FoxNews, CNN, NBC, CBS, ABC, Twitter (X), Facebook, Reddit<br><br>Various polls from Pew Research Center or Gallup (current) or Princeton University Library (historical 1935-present) | |

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ESTABLISHED GOALS
From CT Social Studies Standards:

CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

***Transfer***

*Students will be able to independently use their learning to…*

1. Encourage and facilitate political participation of their family, friends, and members of the community through working at the polls or volunteering at registration drives
2. Effectively match political parties and interest groups to policy positions and make informed voting choices.
3. Evaluate the qualifications of a candidate for elected office.

***Meaning***

UNDERSTANDINGS
*Students will understand that…*

Americans participate in government and politics through voting, campaigns, elections, and by joining political parties and interest groups.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- □ Who votes and what influences their decisions?
- □ How are campaigns organized and financed?
- □ How are nominations secured?
- □ How can the nomination and campaign process be reformed to make it more fair, more efficient, more representative of all Americans?
- □ How do American elections work?
- □ Why might you join a political party or interest group? Why might you choose not to?
- □ What is a political party and how are they organized?
- □ How have political parties evolved over the course of American history?
- □ What impact do third parties have on politics?
- □ What are the key factors that influence congressional elections?
- □ How do interest groups attempt to shape policy?

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| | | □ What makes interest groups successful?<br>□ How is an interest group similar to and different from political parties? |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>● PAC - political action committee<br>● linkage institutions<br>● social movement<br>● franchise/suffrage<br>● amendments connected to voting: 15th, 24th, 26th<br>● voter turnout<br>● political efficacy<br>● mobilization<br>● types of voting: rational choice, retrospective, prospective, party-line/straight ticket, split ticket<br>● nomination process<br>● campaign strategy<br>● Electoral College<br>● winner take all system<br>● battleground and swing states<br>● campaign finance<br>● microtargeting<br>● party platform<br>● party coalition<br>● realignment<br>● critical election<br>● divided government<br>● delegate - superdelegate<br>● caucasus and primaries<br>● national conventions<br>● two-party system<br>● proportional representation<br>● single member plurality system<br>● third party<br>● types of interest groups: economic, public | *Students will be skilled at…*<br><br>1. Identifying forms of political participation, and assessing the effect on voter turnout of demographic, legal, and electioneering factors.<br>2. Analyzing why people vote the way they do in elections.<br>3. Assessing the implications of election rules in the US.<br>4. Identifying problems associated with administering elections and evaluating proposed solutions to those problems.<br>5. Explaining how congressional elections work and why they are generally not competitive.<br>6. Describing the stages in U.S. presidential elections and the differences in campaigning at each stage.<br>7. Evaluating the influence of money in American elections and the main approaches to campaign finance reform.<br>8. Assessing concerns regarding presidential elections and reforms that have been proposed.<br>9. Identifying the primary functions of political parties in democracies and distinguishing the US party system from those in European democracies.<br>10. Describing changes in American political parties and identifying four realigning elections.<br>11. Evaluating the functions of parties as institutions, parties in government, and parties in the electorate.<br>12. Explaining party fundraising and expenditures, and assessing their regulation.<br>13. Assessing the effects of recent party reforms and the long term prospects for the current party system.<br>14. Explaining the role of interest groups and social movements in American politics.<br>15. Categorizing American interest groups into types. |

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| | interest, single-issue, government interest<br>● civil society<br>● pluralist v elitist v corporatist theories<br>● free riders<br>● lobbying<br>● amicus curiae brief<br>● iron triangle<br>● issue network<br>● civil disobedience | 16. Analyzing sources of interest group power.<br>17. Describing lobbyists and the activities through which they seek to influence policy.<br>18. Identifying ways interest groups use money in elections and assess efforts to regulate this spending.<br>19. Evaluating the effectiveness of interest groups in influencing elections and legislation. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*Political parties and interest groups work together to inform government officials and elevate preferred public policy positions.* |
| T, M, A | School-wide Communication Rubric: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language/Media: *Language used and slide layout is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows debate and proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Party Platforms and Iron Triangles/Issue Networks<br><br>Goal: Successfully research the interaction between political parties, interest groups, members of Congress and the bureaucracy connected to a public policy.<br><br>Role: Students will act as experts analyzing the relationship among political parties, interest groups, and government officials in the legislative and executive branches.<br><br>Audience: Classmates<br><br>Situation: Students are investigating government and nongovernmental actors surrounding a public policy.<br><br>Performance and Purpose: Students use authentic research skills to collect and illustrate the various players in the policymaking process.<br><br>Standards/Criteria for Success: Students successfully create a short slide presentation showing the relationships in an iron triangle or an issue network.<br><br>*Voting rights have not always been universally accessible which has opened up other avenues for political participation.* |
| M, A | College Board FRQ Rubric | B. AP Free-Response Style Question #1 Concept Analysis |

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| | | "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."<br>Fifteenth Amendment to the United States Constitution, 1870<br><br>Despite the ratification of the Fifteenth Amendment, voter turnout among African American citizens was very low throughout the first half of the twentieth century. Over the past 50 years, civil rights policies have changed substantially, along with a significant increase in African American voter turnout.<br><br>(a) Explain how two measures taken by some states prior to the 1960s affected voter turnout among African American citizens.<br><br>(b) Facing discrimination at the voting booth, many African American citizens turned to alternative forms of political participation. Describe two alternative forms of participation that helped bring about changes in civil rights policies.<br><br>(c) Choose one of the forms of participation you described in (b) and explain why it was effective in changing civil rights policies. |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from US government and politics textbook chapters about voting, campaigns and elections, political parties, interest groups, and social movements. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

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STAGE 3

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Create a journal of observations when following a week's worth of campaign news in a presidential or mid-year election<br>Interview parents and other eligible voters about their political participation above and beyond voting. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Describe voting right protections, compare different models of voting behavior, and explain the roles that individual choice and state laws play in voter turnout. Why: Political ideology, efficacy, structural barriers, and demographics have an influence on the nature and degree of political participation. How: Analyze an oral history source to refine one's thinking about the history of voting; analyze historical profiles and data on voter turnout to draw conclusions about the roles of structural barriers, efficacy, engagement, and demographics on voting; create a 3D timeline that lists and describes the legal protections found in federal legislation (Civil Rights Acts, Voting Rights Act, Motor Voter Act, HAVA) and Amendments (15th, 17th, 19th, 24th, 26th) and opportunities for expanded political participation (absentee ballots/early voting, same day registration/voting, drop boxes); compare and contrast political models of voting behavior.*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "Who is an ideal voter?"* | Teacher looks for engaged and varied responses from multiple students. |

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| | Teacher places students into small groups to review HW. | |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases. | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, 4 types of voting behavior, efficacy, federal voting data.*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, a public service campaign to increase voter turnout targeting a specific type of unengaged voter.* | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources (required by AP):</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for | Teacher looks for engaged and evidence-based responses from multiple students. |

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| | approval.<br><br>Abernathy, Scott F. and Karen Waples. American Government: Stories of a Nation. For the AP Course. Boston: Bedford, Freeman and Worth, 2021. Chapters 13-15<br><br>*Amendments 15th, 17th, 19th, 24th, & 26th<br><br>AP Classroom: Unit 5 videos, quizzes and progress checks<br><br>The Bill of Rights Institute. billofrightsinstitute.org<br><br>*_Citizens United v Federal Elections Commission_ (2010)<br><br>*Constitution of the United States<br><br>The Democratic Party. https://democrats.org/<br><br>Federal Election Commission (FEC). https://www.fec.gov<br><br>Justice Department. https://www.justice.gov/<br><br>The National Constitution Center. constitutioncenter.org<br><br>Open Secrets. https://www.opensecrets.org/<br><br>The Republican National Committee. https://gop.com/about-our-party/<br><br>Various interest groups and political action committees: AARP, ACLU, AIPAC, AFL-CIO, National Assoc. of Realtors, NRA, Sierra Club | |

ESTABLISHED GOALS
From CT Social Studies Standards:

CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

***Transfer***

*Students will be able to independently use their learning to…*

1. Assess when power and authority are balanced among several stakeholders.
2. Judge the job performance of an elected official.

***Meaning***

UNDERSTANDINGS
*Students will understand that…*

Policy-making is a complex process among multiple governmental institutions and actors: two houses of Congress, the President, the bureaucracy, and the federal judiciary.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- □ How is Congress organized to make policy?
- □ What formal and informal powers does the President exercise to make policy?
- □ How is the federal judicial system structured?
- □ What role does the judiciary play as a policymaker?
- □ What is a bureaucracy and how is it organized?
- □ How does the bureaucracy implement and regulate policy?
- □ What are the checks and balances among Congress, the President, the bureaucracy, and the courts?
- □ How effective is the federal government in setting foreign, social, and economic policy?
- □ How have economic, foreign, and social policies evolved over time?

***Acquisition***

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| | *Students will know…* | *Students will be skilled at…* |
|---|---|---|
| | constituents<br>reapportionment, redistricting, gerrymandering<br>incumbent and incumbent advantage<br>bicameralism<br>Congressional leadership<br>Congressional rules; i.e. filibuster or amendments<br>Congressional committees<br>delegate or trustee<br>polarization<br>veto, pocket veto<br>Presidential roles and responsibilities; i.e. Commander in chief, pardons, take care clause<br>executive orders, signing statements<br>impeachment<br>Executive Office of the President, including Chief of Staff<br>cabinet<br>Vice President<br>bureaucracy, i.e departments, agencies<br>civil servants<br>regulations<br>federal budgets<br>iron triangles and issue networks<br>judicial review<br>Supreme Court<br>precedent<br>judicial philosophies; i.e. activism, restraint<br>amicus curiae brief<br>majority, dissenting, concurring opinions | 1. Describing the congressional election process and the advantages it gives to incumbents.<br>2. Differentiating the powers of Congress, and comparing and contrasting the structure and powers of the House and the Senate.<br>3. Comparing and contrasting the leadership systems used in the House and Senate, and explaining how work is done through congressional committees.<br>4. Identifying the steps by which a bill becomes a law and the ways a bill can be stopped at each step.<br>5. Characterizing the two ways legislators represent their constituents, and identify the various influences on their votes.<br>6. Evaluating the influence of citizens on the legislative process.<br>7. Describing the constitutional foundations and primary roles of the presidency.<br>8. Evaluating the controversies surrounding presidents' assertion of additional executive powers.<br>9. Outlining the functions of the White House staff, Executive Office of the President, cabinet, and vice president.<br>10. Characterizing the various roles that presidents play.<br>11. Identifying the sources of presidential –congressional conflict and the tools presidents use to influence Congress.<br>12. Identifying factors that influence judgments about presidents.<br>13. Outlining the constitutional roots of the federal bureaucracy, its organizations, and its employees.<br>14. Analyzing the bureaucracy's implementation options and its effectiveness.<br>15. Assessing presidential and congressional tools for controlling the federal bureaucracy.<br>16. Relating politics and public policy, and differentiate the three types of public policy. |

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| | | 17. Outlining the key steps in making public policy, and assessing the different types of policy.<br>18. Determining characteristics of the federal judiciary and implications of the adversarial process.<br>19. Outlining the structure of the federal court system.<br>20. Analyzing the factors that play an important role in selecting judicial nominees.<br>21. Tracing the process by which Supreme Court decisions are reached, and assessing influences on this process.<br>22. Assessing the limits on judicial action and the role of the judiciary in a constitutional democracy. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*The formal and informal interactions between Congress, the Office of the President, the bureaucracy, and the federal courts when proposing, enacting, executing, and judging a public policy issue.* |
| T, M, A | School-wide Communication Rubric contextualized for slideshow presentation: : with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language/Media: *Language used and slide layout is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows debate and proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | B. Public Policy Project<br><br>Goal: Successfully define, describe, and explain the actions of each branch of the federal government and assess their interaction in relation to a public policy.<br><br>Role: Students will act as researchers and presenters of real world American public policies.<br><br>Audience: Classmates<br><br>Situation: Students choose a recent public policy that deeply interests them.<br><br>Performance and Purpose: Students use evidence from US government and related websites to create an informative slideshow..<br><br>Standards/Criteria for Success: Students clearly demonstrate mastery of the role played by each branch of the federal government in making public policy. |
| M, A | College Board FRQ Rubric | *Congress and the President represent the American people.* |

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| | | C. AP Free-Response Style Question #4 Argumentative Essay<br><br>Respond to all parts of the question. In your response, use substantive examples where appropriate.<br><br>The power of the executive branch in relation to the legislative branch has varied over time. Develop an argument that takes a position on the appropriate balance of power between the president and Congress.<br><br>Use at least one piece of evidence from one of the following foundational documents:<br><br>● *Declaration of Independence*<br>● *The Federalist* 51<br>● *The Federalist* 70<br><br>In your response you should do the following:<br><br>● Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.<br>● Support your claim with at least TWO pieces of specific and relevant evidence.<br>○ One piece of evidence must come from one of the foundational documents listed above.<br>○ A second piece of evidence can come from any other foundational document not used as your first piece of evidence or it may be from your knowledge of course concepts.<br>● Use reasoning to explain why your evidence supports your claim or thesis.<br>● Respond to an opposing or alternate perspective using refutation, concession, or rebuttal. |

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|---|---|---|
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from US government and politics textbook chapters about Congress, The Executive Branch, the bureaucracy, and the Supreme Court; and guided reading and note-taking from foundational documents: Declaration of Independence, Articles of Confederation, Federalist Papers #10 and #51, Brutus #1, Constitution, including all amendments. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

STAGE 3

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| **Code** | ***Pre-Assessment***<br>1. Summer Work<br>a. Graphic organizer of Madisonian model of roles and responsibilities among the three branches of the federal government<br>2. Naming current occupants of CT's congressional delegation, President and Vice President, and 9 justices of the Supreme Court | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Describe the different structures, powers, and functions of each house of Congress and explain how these elements affect the policy-making process. Why: Assess how well the Congress fulfills the democratic ideal of republicanism. How: Give real-world* | |

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| | *examples of Congress' enumerated and implied powers; Compare and contrast the House and Senate; Using real-world examples, explain how Representatives and Senators fulfill their constitutional responsibilities when on Committees -- during Floor Debate -- when Voting; Differentiate among trustee, delegate, politico*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "When does Congress work effectively?"*<br><br>Teacher places students into small groups to review HW. | Teacher looks for engaged and varied responses from multiple students. |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases. | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, divided government, executive orders, judicial review*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |

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| | *For example, shared slides of historical examples of congressional oversight.* | |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br>Resources (*required by AP):<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Abernathy, Scott F. and Karen Waples. American Government: Stories of a Nation. For the AP Course. Boston: Bedford, Freeman and Worth, 2021. Chapters 4-7<br><br>AP Classroom: Unit 2 videos, quizzes and progress checks<br><br>*Baker v Carr* 1962<br><br>The Bill of Rights Institute. billofrightsinstitute.org<br><br>*Constitution of the United States<br><br>The Democratic Party. https://democrats.org/<br><br>*Federalist Papers. #70 & #78 as provided on AP Classroom<br><br>Justice Department. https://www.justice.gov/<br><br>*Marbury v Madison* 1803<br><br>The National Constitution Center. constitutioncenter.org | Teacher looks for engaged and evidence-based responses from multiple students. |

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| | **Shaw v Reno* 1993<br><br>Various Cabinet level departments and agencies: State, Defense, Homeland Security, Justice, Treasury, Council of Economic Advisors, National Security Agency, OMB | |

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ESTABLISHED GOALS
From CT Social Studies Standards:

CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

## *Transfer*

*Students will be able to independently use their learning to…*

1. Recognize when a situation may involve the infringement on a civil liberty or civil right.
2. Assess the role of Supreme Court justices in regards to controversial public policies.

## *Meaning*

UNDERSTANDINGS
*Students will understand that…*

Policy-making involves complexities among the Supreme Court, the federal courts, and citizens in pursuing solutions to protect the civil liberties and civil rights of all Americans.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- □ In what ways does the Constitution attempt to limit abuse of government powers?
- □ What is the difference between a civil liberty and a civil right?
- □ What rights are guaranteed in the Bill of Rights and what rights can be inferred in the Constitution?
- □ How have rights been extended to more Americans?
- □ How can individuals and groups help protect civil liberties and civil rights?
- □ Why have Supreme Court decisions about civil liberties and civil rights changed over time?

## *Acquisition*

*Students will know…*

habeas corpus
civil liberty
civil right

*Students will be skilled at…*

1. Tracing the roots of civil liberties in the original Constitution and their subsequent development in the Bill of Rights.

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| | Bill of Rights<br>14th Amendment, equal protection clause<br>due process; procedural and substantive<br>selective incorporation<br>civil disobedience<br>jury, grand jury<br>segregation<br>affirmative action<br>universal suffrage<br>Dr. Martin Luther King Jr.<br>Required SCOTUS cases:<br>● SCHENCK V. UNITED STATES (1919)<br>● BROWN V. BOARD OF EDUCATION (1954)<br>● ENGEL V. VITALE (1962)<br>● GIDEON V. WAINWRIGHT<br>● TINKER V. DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT (1969)<br>● NEW YORK TIMES CO. V. UNITED STATES (1971)<br>● WISCONSIN V. YODER (1972)<br>● MCDONALD V. CHICAGO (2010) | 2. Describing the First Amendment freedoms and the limitations on them.<br>3. Explaining how the Constitution protects property rights.<br>4. Distinguishing between procedural and substantive due process.<br>5. Assessing the kinds of behavior that may be covered by a constitutional right to privacy.<br>6. Analyzing the constitutional rights of criminal suspects.<br>7. Evaluating the roles of institutions and the people in protecting civil liberties.<br>8. Explaining the concept of equality and assessing the rights of citizens.<br>9. Comparing and contrasting the efforts of various groups to obtain equal protection of the law.<br>10. Analyzing the Supreme Court's three-tiered approach used to evaluate discriminatory laws.<br>11. Describing congressional legislation against discrimination in housing, employment, and accommodations.<br>12. Evaluating the historical process of school integration and the current state of affirmative action.<br>13. Assessing the status of civil rights in the US today. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*The American judiciary is an adversarial system in which one must prove personal harm of having their rights and/or liberties violated. Decisions made by federal courts and the Supreme Court have real world implications for real people.* |
| T, M, A | School-wide Communication Rubric contextualized for docu-drama or newscast: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language: *Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows debate and proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | D. Live from SCOTUS<br><br>Goal: Successfully recreate the high stakes drama of a required SCOTUS case by representing key participants, such as the plaintiff and defendant, SCOTUS justices who write majority and other opinions, and others affected by the final decision.<br><br>Role: Students will act as participants of SCOTUS cases.<br><br>Audience: Classmates<br><br>Situation: Students play one or more roles in reenacting a SCOTUS case.<br><br>Performance and Purpose: Students research the parties, justices, and other participants to act out the outcome of a case that includes a discussion of the facts, issue, holding, and reasoning.<br><br>Standards/Criteria for Success: Students clearly demonstrate mastery of a required SCOTUS case by portraying key participants.<br><br>*The Supreme Court uses judicial review to act as the final arbiter of federal law using precedent as a guide.* |
| M, A | College Board FRQ Rubric | E. AP Free-Response Style Question #3 SCOTUS Case Analysis |

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| | | The Seattle School District operated a school choice program that allowed parents to choose the high school they wanted their children to attend. Because some schools were much more popular than others were and the school system wanted to make sure that their schools had diverse student bodies, it used race as one of the tiebreakers when deciding who would get to attend the schools most in demand. In *Parents Involved in Community Schools* v. *Seattle* (2007), the United States Supreme Court found that the school district was using race in an unconstitutional manner in its assignment plan. The decision was a 5–4 split on the Court, with both sides claiming that their position was truest to the precedent set in *Brown* v. *Board of Education* (1954). After reading the scenario, respond to A, B, and C below.<br><br>A. Identify the clause of the Fourteenth Amendment that is most relevant to *Brown* v. *Board of Education* (1954) and *Parents Involved in Community Schools* v. *Seattle* (2007).<br>B. Explain the similarity in the facts between *Brown* v. *Board of Education* and *Parents Involved in Community Schools* v. *Seattle* that led to similar holdings in both cases.<br>C. Justices on the Supreme Court take seriously their duty to interpret laws and the Constitution as fairly and accurately as possible. Despite this, explain how sharp disagreements can occur on the Supreme Court about how race can be used in school assignment plans. |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from US government and politics textbook chapters about civil liberties and civil rights, along with required SCOTUS cases. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

STAGE 3

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| **Code** | ***Pre-Assessment***<br>1. Ask students the origins and meanings of the following phrases: Miranda rights, public defender, plead the 5th, wall of separation, probable cause.<br>2. As this unit usually falls near Martin Luther King Jr Day, have students discuss why it is a federal holiday. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Explain how constitutional provisions have supported and motivated social movements and how the government has responded to social movements. Why: Consider how the 14th Amendment's equal protection clause as well as other constitutional provisions and citizen-state interactions have often been used to support the* | |

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| | *advancement of equality through public policies promoting civil rights. How: Define in your own words and give real world examples of civil rights; Consider King's 6 Principles of Nonviolence and watch a video about the Birmingham campaign; Explain how Dr. King's argument and perspective in Letter from a Birmingham Jail may affect political principles, institutions, processes, policies, and behaviors; List and explain the implications of civil rights legislation.*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "Is the Supreme Court undemocratic?"*<br><br>Teacher places students into small groups to review HW. | Teacher looks for engaged and varied responses from multiple students. |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases. | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, majority and dissenting opinions, judicial activism and judicial restraint*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal | Teacher circulates to ensure that students are completing and |

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| | slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, one slide for each required SCOTUS case: Describe the facts, reasoning, decision, and majority opinion.* | understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources (* required by AP):</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 8-9<br><br>*Amendments 1-10, 13-15<br><br>AP Classroom: Unit 3 videos, quizzes and progress checks<br><br>The Bill of Rights Institute. billofrightsinstitute.org<br><br>*Constitution of the United States<br><br>*Letter from a Birmingham Jail as provided on AP Classroom.<br><br>The National Constitution Center. constitutioncenter.org<br><br>*Supreme Court Cases found on Oyez. oyez.org | Teacher looks for engaged and evidence-based responses from multiple students. |

*Begin Comparative Government and Politics coursework

UbD Template 2.0 UNIT 6 Political Systems, Regimes, and Governments with UK case study

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| ESTABLISHED GOALS<br>From CT Social Studies Standards:<br><br>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.<br><br>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.<br><br>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).<br><br>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.<br><br>CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. | ***Transfer*** | |
| | *Students will be able to independently use their learning to…*<br><br>1. Recognize signs that a regime is becoming more or less democratic or authoritarian.<br>2. Weigh the advantages of a unitary or federal system in responding to citizens' demands for national security, economic development, and social equity. | |
| | ***Meaning*** | |
| | UNDERSTANDINGS<br>*Students will understand that…*<br><br>Comparative political scientists are constantly comparing nation-states using qualitative and quantitative data and sources to categorize political systems, regimes, and governments.<br><br>The United Kingdom is a stable, sovereign democratic nation-state with a unitary, parliamentary government and an advanced economy. It possesses a strong civil society, well-established political parties and long-standing electoral rules which give its government legitimacy and its officials authority. | ESSENTIAL QUESTIONS<br>*Students will keep considering…*<br><br>☐ How do comparative political scientists generate meaningful conclusions that can be applied to other countries?<br>☐ How does a political system affect the daily life of citizens?<br>☐ How do people both inside and outside the government impact the relationship between the government and its citizens?<br>☐ How does the perceived legitimacy of a government by its citizenry impact how other countries see it? |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>qualitative and quantitative data | *Students will be skilled at…*<br><br>1. Explaining how political scientists construct |

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| CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets. | correlation and causation<br>empirical (factual/objective) and normative (value) statements<br>states<br>regimes<br>governments<br>nations<br>democracy<br>authoritarianism, i.e. illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes.<br>rule of law<br>democratization<br>transparency<br>power<br>authority<br>sovereignty<br>regime change<br>unitary<br>federal<br>legitimacy<br>devolution<br>delegation of powers<br>civil society<br>stability<br><br>Specifics of UK's government and politics as reflected in objectives. | knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.<br>2. Describing differences between regimes, states, nations, and governments.<br>3. Describing democracy and authoritarianism.<br>4. Explaining the process and goals of democratization.<br>5. Explaining sources of power and authority in political systems.<br>6. Describing and differentiating between federal and unitary systems.<br>7. Describing the sources of political legitimacy for different types of regimes among course countries.<br>8. Explaining how governments maintain legitimacy.<br>9. Explaining how internal actors influence and interact with state authority and either enhance or threaten stability.<br>10. Describing the qualities of an "advanced democracy" including its economic dimensions.<br>11. Explaining how power and authority, legitimacy and stability are maintained in Britain.<br>12. Listing the key features in the development of constitutionalism in Britain and explaining how they reflected rational-legal authority.<br>13. Describing both political and economic changes in Britain and considering the implications of these changes for the British people and other countries.<br>14. Describing British political culture, especially multi-national identities, social classes, and ethnic minorities.<br>15. Describing Britain's political beliefs and values and how they have changed over time.<br>16. Briefly differentiating Britain's political parties.<br>17. Explaining how Britain's elections work.<br>18. Describing how interest groups and the media act as linkage institutions.<br>19. Describing the UK's unitary state and parliamentary system of government.<br>20. Creating a graphic organizer to illustrate Britain's |

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| | | institutions of national government, including the Prime Minister, Cabinet, Parliament (with 2 Houses), the bureaucracy, and the judiciary.<br>21. Creating a chart to organize Britain's current issues. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*Comparative political scientists use a variety of quantitative and qualitative data to classify a country as democratic or authoritarian.* |
| T, M, A | School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language/Media: *Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Grand Comparative Chart *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.<br><br>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.<br><br>Role: Students will be comparative political scientists<br><br>Audience: Classmates<br><br>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.<br><br>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.<br><br>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (GDP; PPP; HDI) and qualitative data (Freedom House, text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries. |
| M, A | College Board FRQ Rubric | *Differences in quantitative data between countries leads to differences in policy making .* |

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B. AP Free-Response Style Question #2 Data Analysis

| Country | GDP per Capita, PPP (2014) | Environmental Performance Index* Score, 2014 | 10-Year Improvement in Environmental Performance Index |
|---|---|---|---|
| China | $7,593 | 43 | 2.6% |
| Great Britain | $45,603 | 77 | 3.4% |
| Mexico | $10,362 | 55 | 7.94% |
| Nigeria | $3,185 | 39 | 3.73% |

Source: World Bank (GDP per capita at purchasing power parity PPP)

*Environmental Performance Index is an aggregation of 20 indicators reflecting national level environmental data for 166 countries. Higher EPI scores indicate better environmental performance.

Using the table and your knowledge of comparative politics, complete the tasks below.

a. Identify the country from the table with the poorest environmental performance in 2014.
b. Write a statement that describes the relationship between environmental performance in 2014 and the level of economic development.
c. Describe one cause of the relationship between environmental performance and the level of economic development.
d. Explain why Great Britain had the highest Environmental Performance Index score in 2014 but one of the lower rates of improvement in environmental performance over time.
e. Describe one political response by Chinese citizens to their country's environmental problems.
f. Describe one policy response by the Chinese government to the country's environmental problems.

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from comparative government and politics textbook chapters about the comparative process of political scientists, political regimes and systems, and the UK. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

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STAGE 3

| Code | ***Pre-Assessment***<br>1. Summer work: Find a representative news article about each of the 6 required course countries that clearly show whether it is a democratic regime or an authoritarian regime.<br>2. Have students correctly sort definitions of quantitative and qualitative data with the sources of that data. | |
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| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Describe democracy and authoritarianism. Explain the process and goals of democratization. Why: Political systems and regimes reflect the dynamic balance of power between the government and its citizens.How:Describe how national governments are structured in democracies. Create a spectrum of factors that indicate the degree of democracy or authoritarianism of states, focusing on the extent of state adherence to rule of law. Describe examples of authoritarian regimes. Give examples for each part of the process of democratization. Explain how democratization can be supported and impeded.*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "Why would authoritarian regimes hold elections?"*<br><br>Teacher places students into small groups to review HW. | Teacher looks for engaged and varied responses from multiple students. |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary |

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| | between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). | term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, a spectrum graphic organizer of democratic and authoritarian characteristics.* | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 1-2,5<br><br>AP Classroom: Unit 1 videos, quizzes and progress checks | Teacher looks for engaged and evidence-based responses from multiple students. |

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| | Various quantitative databases such as<br>Population, Ethnic Groups, Religions, Government Type<br>https://www.cia.gov/the-world-factbook/<br>The Human Development Index (HDI) http://hdr.undp.org/en/countries<br>Gross Domestic Product (GDP) and GDP per capita<br>https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?end=2018&most_recent_value_desc=false&start=1960&view=chart and<br>http://hdr.undp.org/en/countries<br>GDP growth rate<br>https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?end=2018&name_desc=false&start=1960&view=chart<br>Gini index (coefficient)<br>http://worldpopulationreview.com/countries/gini-coefficient-by-country/<br>or https://data.worldbank.org/indicator/SI.POV.GINI?view=map<br>Global Freedom Score (include Internet Freedom and Democracy scores if listed) from Freedom House<br>https://freedomhouse.org/countries/freedom-world/scores<br>Corruption Perceptions Index from Transparency International<br>https://www.transparency.org/en/cpi/2021 | |

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ESTABLISHED GOALS
From CT Social Studies Standards:

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships

***Transfer***

*Students will be able to independently use their learning to…*

1. Describe and evaluate how executives, legislatures, and judiciaries work together to provide a legitimate and stable government for citizens.
2. Recognize that differences in countries reflect their history, geography, and current political and economic status.

***Meaning***

UNDERSTANDINGS
*Students will understand that…*

The political structure in each course country varies as does its executive, legislative, and judicial systems. Each country uses its structure to wield and maintain power. Furthermore, there are advantages and disadvantages of different institutional arrangements and comparative scientists must weigh the implications of having one system over another in regard to stability, legitimacy, and policy making.

Russia is a stable, sovereign illiberal democratic nation-state with a federal, semi-presidential government and a partially advanced economy still dependent on fossil fuel reserves. It possesses a weak civil society, fluctuating political parties, and recently changed electoral rules which allow its president to rule with some legitimacy in a more authoritarian manner.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- ☐ What are the implications of cooperation and conflict within a country's political system?
- ☐ How does a political system affect the daily life of citizens?
- ☐ How do people both inside and outside the government impact the relationship between the government and its citizens?

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| among governments, civil societies, and economic markets. | ***Acquisition*** | |
|---|---|---|
| | *Students will know…* | *Students will be skilled at…* |
| | executive<br>bureaucracy<br>legislature<br>judiciary<br>parliamentary system<br>Prime Minister<br>coalition government<br>vote of no confidence<br>presidential system<br>semi-presidential system<br>term limit<br>impeachment<br>Cabinet<br>legislative oversight<br>unicameral legislature<br>bicameral legislature<br>judicial independence<br><br>Specifics of Russia's government and politics as reflected in objectives. | 1. Describing parliamentary, presidential, and semi-presidential systems.<br>2. Comparing institutional relations among parliamentary, presidential, and semi-presidential systems.<br>3. Explaining the structure, function, and change of executive leadership in course countries.<br>4. Describing procedures for the removal of executive leadership by other institutions.<br>5. Describing legislative structures and functions in course countries.<br>6. Explaining how legislative powers are constrained by other institutions and/or processes, which can affect legislative independence.<br>7. Describing the structure and functions of judiciaries.<br>8. Explaining the importance of independent judiciaries relative to other political institutions.<br>9. Defining communism, its roots in Marxism, and its successors in Leninism and Maoism.<br>10. Listing advantages and disadvantages of communism.<br>11. Tracing Russia's recent history in the age of democratization.<br>12. Explaining how power, authority, and legitimacy are maintained in Russia.<br>13. Describing Russian political culture, especially its geography, Eastern orthodoxy, equality of result, skepticism about power, and nationality.<br>14. Describing both political and economic changes in Russia and considering the implications of these changes for the Russian people and other countries.<br>15. Categorizing Russia's cleavages, especially ethnic nationalities, religion, social class, rural/urban divide.<br>16. Describing Russia's political beliefs and values and how they have changed over time.<br>17. Giving examples of Russian political participation.<br>18. Describing Russia's federal government structure. |

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| | | 19. Briefly describing Russia's political parties.<br>20. Explaining how Russia's elections work.<br>21. Describing how interest groups, the oligarchy, state corporatism, the Russian mafia, and the media act as linkage institutions.<br>22. Describing Russia's semi-presidential government.<br>23. Creating a graphic organizer to illustrate Russia's institutions of national government, including the President, the Prime Minister, Cabinet, legislature (with 2 Houses), the judiciary, and the military.<br>24. Creating a chart to organize Russia's current issues. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*Comparative political scientists use a variety of quantitative and qualitative data to rank the legitimacy and authority of the political institutions for each of the 6 required course countries.* |
| T, M, A | School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language/Media: *Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.<br><br>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.<br><br>Role: Students will be comparative political scientists<br><br>Audience: Classmates<br><br>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.<br><br>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.<br><br>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (term limits, seats in legislature) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries. |
| | | *There are a variety of arrangements of power in executive-legislative relationships.* |
| M, A | College Board FRQ Rubric | B. AP Free-Response Style Question #1 Conceptual Analysis |

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| | | Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.<br><br>(a) Describe the process used in a parliamentary system for the selection of the chief executive.<br><br>(b) Contrast the process you described in part (a) with the process used in a presidential system for the selection of the chief executive.<br><br>(c) Describe the process used in a parliamentary system for removing the chief executive.<br><br>(d) Contrast the removal process you described in part (c) with the process used in a presidential system for removing the chief executive.<br><br>(e) Other than the removal process, describe a check on executive power within a parliamentary system. |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from comparative government and politics textbook chapters about political institutions and Russia. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

STAGE 3

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| Code | ***Pre-Assessment***<br>1. Students compare and contrast the political institutions of the UK and the US to see differences of parliamentary vs. presidential system, unitary vs. federal system, and the independence of the judiciary.<br>2. Students review summer work articles about Russia to describe the policy making process in Russia. | |
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| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Explain the structure, function, and change of executive leadership in course countries. Why: The structure and function of political institutions reflect the allocation of power within a political system. How: Detail term limits in the 6 course countries. Discuss advantages and disadvantages of executive term limits with regard to promoting stability and implementing effective policies in a country. List the procedures used for removal of executive officials. Describe the obstacles in removing executives. Practice writing a claim and line of reasoning.* | |
| | Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "Which type of executive is stronger: a Prime Minister or a President?"* | Teacher looks for engaged and varied responses from multiple students. |
| | Teacher places students into small groups to review HW. | |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |

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| | responses, and interpreting political data (graphs and tables). | |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, term limits, bicameral legislature, rule of law vs. rule by law*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, a slide of student generated claims with lines of reasoning* | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 4,7<br><br>AP Classroom: Unit 2 videos, quizzes and progress checks | Teacher looks for engaged and evidence-based responses from multiple students. |

ESTABLISHED GOALS
From CT Social Studies Standards:

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships

***Transfer***

*Students will be able to independently use their learning to…*

1. Track the actions of everyday citizens to determine the legitimacy and stability of a country.
2. Recognize that there are political, economic, and social forces that pull citizens together and apart.

***Meaning***

UNDERSTANDINGS
*Students will understand that…*

Politics reflects the interactions between the state and society wherein a country's political patterns are influenced by the type of regime and the characteristics and demands of its population. In addition, civil society, a range of voluntary associations that are autonomous from the state, can help mediate state power and enhance the power of citizens while recognizing the political relevance of cleavages within the population, such as ethnicity, religion, or class.

Mexico is a stable, sovereign mostly democratic nation-state with a federal presidential government and a developing economy still dependent on its natural resources. It has a strong civil society, well-established political parties, and clear electoral rules which give its government legitimacy and its officials authority in a written constitution.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- ☐ What changes might a government face in response to a controversial cleavage?
- ☐ Why might a country discourage participation? Encourage participation?
- ☐ How does regime type impact the function of civil society in a country?

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| among governments, civil societies, and economic markets. | Nigeria is an unstable, sovereign mostly democratic multinational state with a federal presidential government and an underdeveloped economy dependent on its natural resources. It has an emerging civil society, fleeting political parties, and changing electoral rules which give its government limited legitimacy and its officials limited to authority to rule parts of the country divided by religious and ethnic cleavages. | |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>civil society<br>political culture<br>political socialization<br>political ideology<br>individualism<br>neoliberalism<br>communism<br>socialism<br>fascism<br>totalitarianism<br>populism<br>coercion<br>formal vs. informal political participation<br>protest<br>political violence<br>terrorism<br>civil liberties<br>civil rights<br>social movements<br>social cleavage<br>political cleavage<br>ethnic group<br>cross-cutting cleavages<br><br>Specifics of Mexico's government and politics as reflected in objectives. | *Students will be skilled at…*<br><br>1. Describing civil society.<br>2. Explaining the role of civil society among 6 course countries.<br>3. Explaining how political culture relates to citizen behavior and the role of the state.<br>4. Explaining how political values and beliefs frame policy choices to address particular political problems.<br>5. Explaining the nature and role of political participation as related to a regime's use of authority and power.<br>6. Explaining how political participation affects and is affected by democratic or authoritarian regime types.<br>7. Explaining the extent to which civil rights and civil liberties are protected or restricted in different regimes.<br>8. Describing politically relevant social cleavages.<br>9. Explaining how political and social cleavages in 6 course countries affect citizen relationships and political stability.<br>10. Describing the diversity across "newly industrializing" and "less-developed" countries.<br>11. Explaining how economic development factors into political development.<br>12. Contrasting theories of economic development.<br>13. Contrasting economic policies in less-developed countries. |

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| | Specifics of Nigeria's government and politics as reflected in objectives. | 14. Tracing Mexico's recent history showing how it is both a transitional democracy and an economically developing country.<br>15. Explaining how power, authority, and legitimacy are maintained in Mexico.<br>16. Describing Mexican political culture, especially religion, patron-clientelism, economic dependency, and geography. Thinking about how Mexico's history helped form its political culture.<br>17. Describing both political and economic changes in Mexico and considering the implications of these changes for the Mexican people and other countries.<br>18. Describing Mexico's cleavages, especially rural/urban divide, social class, ethnicities, and north/south divide.<br>19. Giving examples of Mexican political participation.<br>20. Describing Mexico's authoritarian state corporatist structure and explaining why it can be described as a transitional democracy only.<br>21. Briefly describing Mexico's political parties.<br>22. Briefly reviewing recent elections in Mexico and explaining how Mexico's elections work.<br>23. Describing how interest groups, popular movements, and the media act as linkage institutions.<br>24. Noting that Mexico is a federal republic and a presidential system.<br>25. Creating a graphic organizer to illustrate Mexico's institutions of national government, including the President, the bureaucracy, the legislature (with 2 Houses), the judiciary, and the military.<br>26. Creating a chart to organize Mexico's current issues.<br>27. Tracing Nigeria's recent history showing how its political and economic variables make it a vulnerable country.<br>28. Explaining how power, authority, and legitimacy are maintained in Nigeria.<br>29. Describing Nigerian political culture, especially patron-clientelism, state control v strong civil society, modernity/tradition, religion, and geography. Thinking |

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| | | about how Nigeria's history helped form its political culture.<br>30. Describing both political and economic changes in Nigeria and considering the implications of these changes for the Nigerian people and other countries.<br>31. Describing 3 societal characteristics of Nigeria that make democratization challenging.<br>32. Describing Nigeria's cleavages, especially ethnicities, religion, region/north v south, rural/urban divide, and social class.<br>33. Giving examples of Nigerian political participation and explaining why Nigerians have a low level of trust in their government.<br>34. Noting that Nigeria is a federal democracy. Explaining why it does not live up to this description.<br>35. Briefly describing Nigeria's political parties.<br>36. Explaining how Nigeria's elections work and briefly reviewing recent elections in Nigeria.<br>37. Describing how interest groups, labor unions, business interests, human rights groups, and the media act as linkage institutions.<br>38. Describing Nigeria's transition to its present federal presidential government.<br>39. Creating a graphic organizer to illustrate Nigeria's institutions of national government, including the President, the bureaucracy, legislature (with 2 Houses), the judiciary, and the military.<br>40. Creating a chart to organize Nigeria's current issues. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*Comparative political scientists use a variety of quantitative and qualitative data to assess political participation by citizens for each of the 6 required course countries.* |
| T, M, A | School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language/Media: *Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.<br><br>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.<br><br>Role: Students will be comparative political scientists<br><br>Audience: Classmates<br><br>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.<br><br>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.<br><br>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (protests/crackdowns, civil society groups, Freedom House score, voter turnout) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.<br><br>*Ethnicity plays a role in politics in Mexico and Nigeria.* |
| M, A | College Board FRQ Rubric | |

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| | | B. AP Free-Response Style Question #3 Comparative Analysis<br><br>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.<br><br>(a) Describe a significant ethnic division in Mexico.<br><br>(b) Identify an ethnic movement that emerged in Mexico after 1990 and explain one reason why the movement arose.<br><br>(c) Describe a significant ethnic division in Nigeria.<br><br>(d) Identify an ethnic movement that emerged in Nigeria after 1990 and explain one reason why the movement arose.<br><br>(e) Explain one reason why ethnicity has played a more significant role in Nigerian than in Mexican politics. |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from comparative government and politics textbook chapters about civil society, political participation, social movements, Mexico, and Nigeria. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

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STAGE 3

| Code | ***Pre-Assessment*** | |
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| | 1. Students review ethnographic, geographic, and political maps of all 6 course countries to highlight how landforms, geographic distances, historical settlement, and intrastate borders all play a role in how connected citizens feel to their governments.<br>2. Recall social, economic, and ethnic cleavages in the US and predict how many will be similar to the 6 course countries. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Explain the nature and role of political participation as related to a regime's use of authority and power. Explain how political participation affects and is affected by democratic or authoritarian regime types. Why: The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty. How: Define referendum. Give examples. Explain why govts choose to use referenda. Compare and contrast how authoritarian and democratic regimes support similar forms of participation to influence policymaking through elections, voting rights*, and *protests/political criticism. Create a graphic organizer to map out the choices of political participation. Evaluate roles of murals in Mexico in sustaining political culture.*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "To what extent should people assimilate or be assimilated into their country and give up their ethnic identity?"*<br><br>Teacher places students into small groups to review HW. | Teacher looks for engaged and varied responses from multiple students. |

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| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, ethno-federalism, cultural autonomy, cleavages*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, a Jamboard using specific adjectives to describe political participation in all 6 course countries.* | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 3,6,9 | Teacher looks for engaged and evidence-based responses from multiple students. |

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| | AP Classroom: Unit 3 videos, quizzes and progress checks<br><br>Various websites connected to civil society groups and media outlets for all 6 course countries | |

UbD Template 2.0 UNIT 9 Party and Electoral Systems and Citizen Organizations with Iran case study

ESTABLISHED GOALS
From CT Social Studies Standards:

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal,

***Transfer***

*Students will be able to independently use their learning to…*

1. Evaluate the role of an official religion and religious hierarchy in governing.
2. Assess how well political parties and interest groups link citizens to their government.

***Meaning***

UNDERSTANDINGS
*Students will understand that…*

Individuals, parties, and citizen organizations influence power. Moreover, a regime grants or limits access to sources of power and which ultimately impacts policy making in a global context.

Iran is a semi-stable, sovereign, authoritarian nation-state with a theocratic, semi-presidential government and an underdeveloped economy

ESSENTIAL QUESTIONS
*Students will keep considering…*

- ☐ How do different electoral systems encourage or discourage citizen influence?
- ☐ Why are election rules different for different regimes?
- ☐ Why would an authoritarian regime open up political access to interest groups and citizen organizations?
- ☐ Why would a democratic regime restrict political access to interest groups and citizen organizations?

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| national, and international civic and political institutions.<br><br>CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.<br><br>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets. | dependent on its fossil fuels. It has a constrained civil society, weak political parties, and highly prescribed electoral rules which challenge its government to prove its legitimacy and set up competition among its many government officials for authority. | |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>electoral system<br>runoff election<br>multi-member district system<br>single member district<br>plurality<br>first-past-the-post<br>proportional representation<br>party system<br>one-party state<br>dominant party system<br>two-party system<br>multiparty system<br>catch-all party<br>interest group<br>pluralism<br>corporatism<br>single-peak association<br>social movement<br><br>Specifics of Iran's government and politics as reflected in objectives. | *Students will be skilled at…*<br><br>1. Describing electoral systems and election rules among course countries.<br>2. Explaining how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.<br>3. Describing characteristics of political party systems and party membership.<br>4. Explaining how political party systems and memberships link citizen participation to policy making.<br>5. Explaining how social movements and interest groups affect social and political change.<br>6. Describing pluralist and corporatist interest group systems.<br>7. Tracing Iran's long history showing how it is both a theocracy and a secular country.<br>8. Explaining how sovereignty, power, authority, and legitimacy are maintained in Iran.<br>9. Describing Iranian political culture, especially authoritarianism, union of politics and religion, Shi'ism and sharia law, escape from European colonialism, geography, ancient Persian influences, and Iranian nationalism. Thinking about how Iran's history helped form its political culture.<br>10. Describing both political and economic changes in Iran and considering the implications of these changes for the Iranian people and other countries.<br>11. Describing Iran's cleavages, especially religion, |

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| | | ethnicities, social class, reformers/conservatives, and pragmatism v radicalism.<br>12. Giving examples of Iranian civil society and political participation.<br>13. Briefly describing Iran's political parties.<br>14. Briefly reviewing recent elections in Iran and explaining how elections work.<br>15. Describing how interest groups and the media act as linkage institutions.<br>16. Noting that Iran is a unitary, semi-presidential system, but its organization is unique to Iran.<br>17. Creating a graphic organizer to illustrate Iran's government institutions, including the overarching Jurist's Guardianship, the Supreme Leader, Guardian Council, Assembly of Religious Experts, Expediency Council, President, Cabinet, the bureaucracy, semi-public institutions, the legislature, the judiciary (with 2 types of law), and the military.<br>18. Creating a chart to organize Iran's current issues. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*Comparative political scientists use a variety of quantitative and qualitative data to assess electoral and party systems for each of the 6 required course countries.* |
| T, M, A | School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language/Media: *Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows proper MLA Works Cited Page format.*<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.<br><br>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.<br><br>Role: Students will be comparative political scientists<br><br>Audience: Classmates<br><br>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.<br><br>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.<br><br>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (seats allotted in legislatures, number and type of interest groups, free and fair elections) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.<br><br>*States vary in terms of their party systems and electoral systems.* |

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| M, A | College Board FRQ Rubric | B. AP Free-Response Style Question #3 Comparative Analysis<br><br>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.<br><br>a. Identify and explain the type of electoral system that tends to create a multiparty system.<br>b. Identify and explain the type of electoral system that tends to create a two-party system.<br>c. Describe one reason that a one-party system might emerge.<br>d. Explain one advantage each of multiparty, two-party and one-party systems in a multiethnic society. |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from comparative government and politics textbook chapters about electoral systems, party systems, and Iran. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

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STAGE 3

| Code | ***Pre-Assessment*** | |
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| | 1. Correctly match electoral systems in the US, UK, Russia, Mexico, and Nigeria.<br>2. Recall the role of political parties and interest groups as linkage institutions in the US. Predict probable strengths of these institutions in the 6 course countries. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Explain how social movements and interest groups (pluralist and corporatist) affect social and political change. Why: Strong and varied citizen organizations and movements foster and are reinforced by democratization. How: Differentiate between pluralist and corporatist systems. Give examples of interest group systems in each course country. Differentiate between social movements and interest groups, including how they are organized and exert their power, how they attract and mobilize citizens, and how govts interact (support, co-opt, suppress) with both. Give examples of social movements in each course country (civil liberties & rights for indigenous people, nonconforming sexual orientation; redistribution of oil revenues; for free and fair elections). Assess the effects of social movements and interest groups in garnering public support and effective policymaking.*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "Which, interest groups or social movements, has more of an impact on the political process?"* | Teacher looks for engaged and varied responses from multiple students. |

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| | Teacher places students into small groups to review HW. | |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, ethno-federalism, cultural autonomy, cleavages*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.<br>*For example, a slide with images and captions describing a recent social movement in all 6 course countries.* | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | Teacher looks for engaged and evidence-based responses from multiple students. |

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| | Waples, Karen. Comparative Government: Stories of the World. For the AP Course. Boston: Bedford, Freeman and Worth, 2023. Chapters 8,13<br><br>AP Classroom: Unit 4 videos, quizzes and progress checks<br><br>Various websites connected to political parties, interest groups, social movements, and media outlets for all 6 course countries | |

UbD Template 2.0 UNIT 10 Political and Economic Changes and Development with China case study

| ESTABLISHED GOALS<br>From CT Social Studies Standards:<br><br>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.<br><br>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.<br><br>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). | ***Transfer***<br><br>*Students will be able to independently use their learning to…*<br>1. Engage in meaningful, informed debate about globalization.<br>2. Recognize the complex interactions among sovereign governments, supranational organizations, and citizens across the world attempting to solve planetary problems such as hunger, disease, warfare, environmental degradation and climate change. | |
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| | ***Meaning*** | |
| | UNDERSTANDINGS<br>*Students will understand that…*<br><br>The interaction of political and economic changes within and across the course countries impacts political policies and behaviors in an interconnected global context. Furthermore, political changes occur through democratization and the economic impact of | ESSENTIAL QUESTIONS<br>*Students will keep considering…*<br><br>☐ How do nongovernmental groups impact regimes?<br>☐ Why do governments change policies in the face of public pressure?<br>☐ How does changing policies impact the balance of power between the citizens and the government? |

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| CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.<br><br>CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.<br><br>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets. | globalization on local citizens and relationships between countries.<br><br>China is a stable, sovereign, authoritarian nation-state with a unitary, semi-presidential government and a rapidly developing economy challenged by its rural areas. It possesses a highly prescribed civil society with little to no civil rights or liberties, a one-party dictatorship, and electoral rules which severely limit citizen participation. Collectively these offer a veneer of legitimacy while government officials may not always use their authority for the benefit of its citizens. | ☐ What are the benefits and drawbacks to a country's natural resource endowment? |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>globalization<br>United Nations<br>regional alliances (NATO, OAS, AU, EU)<br>foreign direct investment<br>international capital flow<br>multinational corporation (MNC)<br>rentier state<br>resource curse<br>supranational organization<br>International Monetary Fund<br>World Bank<br>non-governmental organization (NGO)<br>import substitution industrialization<br>economic-liberalization policy<br>structural adjustment program<br>privatization<br>neoliberalism<br>protectionist economic policy<br>austerity measures<br>human capital<br>gender equity<br>social welfare | *Students will be skilled at…*<br><br>1. Describing the roles that multi- and international organizations play with our 6 course countries.<br>2. Explaining how global economic and technological forces influence political policies, behaviors, and culture.<br>3. Explaining how globalization creates challenges to regime sovereignty.<br>4. Comparing political responses to global market forces.<br>5. Describing the adoption and consequences of economic and political liberalization policies.<br>6. Explaining how global economic and technological forces, including international and supranational organizations influence domestic policymakers and national sovereignty.<br>7. Explaining political and economic causes and consequences of demographic changes.<br>8. Explaining how govts adapt social policies to address political, cultural, and economic changes.<br>9. Explaining how natural resources affect political and economic development.<br>10. Explaining how rapid industrialization and economic development have produced radical changes in govt |

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| | health care<br>nationalization of resources<br><br>Specifics of Iran's government and politics as reflected in objectives. | policies.<br>11. Describing the evolution of communism, with its roots in Marxism, in its successors in Leninism and Maoism.<br>12. Reviewing advantages and disadvantages of communism.<br>13. Tracing China's recent history in regards to its transition to a semi-market based economy.<br>14. Explaining how power, authority, and legitimacy are maintained in China.<br>15. Describing Chinese political culture, especially its geography, historical eras, informal relationships, nationalism, and attitudes towards the West. Thinking about how China's history helped form its political culture.<br>16. Describing both political and economic changes in China and considering the implications of these changes for the Chinese people and other countries.<br>17. Describing China's cleavages, especially ethnic nationalities, linguistic diversity, urban/rural divide.<br>18. Giving examples of Chinese political participation, especially in regards to the Chinese Communist Party and peaceful and violent protests.<br>19. Describing the recent growth in civil society.<br>20. Briefly describing how the Chinese Communist Party is organized and governs through political elites.<br>21. Briefly describing the challenges to the CCP.<br>22. Describing how interest groups and the media act as linkage institutions.<br>23. Noting that China is a centralized, semi-presidential system, but its organization is unique to China.<br>24. Creating a graphic organizer to illustrate China's institutions of government, including the three parallel hierarchies of party, state, and army, the legislature, president, premier, the judiciary, and the military.<br>25. Creating a chart to organize China's current issues. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>*Comparative political scientists use a variety of quantitative and qualitative data to compare economic development and success in the era of digital and financial globalization for each of the 6 required course countries.* |
| T, M, A | School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:<br><br>Purpose/Focus: *Task achieves stated purpose with consistent and strong focus.*<br>Organization and Coherence: *Ideas have a clear and effective structure creating unity. All required elements are complete.*<br>Development: *Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.*<br>Language/Media: *Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.*<br>Conventions: *Follows proper MLA Works Cited Page format*.<br><br>Levels of Performance:<br>4 = Exemplary<br>3 = Competent<br>2 = Developing<br>1 = Beginning | A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.<br><br>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.<br><br>Role: Students will be comparative political scientists<br><br>Audience: Classmates<br><br>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.<br><br>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.<br><br>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (GDP growth, agricultural v industrial v service workers) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.<br><br>*Globalization includes the flow of economic activity, technology, and* |

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| | | *communications around the world. This interconnectedness of people, states, and economies can blur the borders of nation-states.* |
| M, A | College Board FRQ Rubric | B. AP Free-Response Style Question #3 Comparative Analysis<br><br>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks. Respond to all parts of the question. In your response, use substantive examples where appropriate.<br><br>Develop an argument that explains whether globalization poses a significant threat to state sovereignty.<br><br>Use one or more of the following course concepts in your response:<br>● Political socialization<br>● International organizations<br>● Trade<br><br>In your essay, you should do the following:<br>✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning using one or more of the provided course concepts.<br>✓ Support your claim with at least TWO pieces of specific and relevant evidence from one or more course countries. The evidence should be relevant to one or more of the provided course concepts.<br>✓ Use reasoning to explain why your evidence supports your claim or thesis, using one or more of the provided course concepts.<br>✓ Respond to an opposing or alternate perspective using refutation, concession, or rebuttal. |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions. | Guided reading and note-taking from comparative government and politics textbook chapters about globalization, economic development, social changes, and China. |
| M, A | Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses. | Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. |
| M, A | AP rubrics for multiple choice and free response questions. | AP style multiple choice, stimulus-based, and written responses on quizzes and unit test. |

STAGE 3

| **Code** | ***Pre-Assessment***<br>1. Students complete a scavenger hunt for international and supranational organizations and a recent action in all 6 course countries.<br>2. Recall earlier eras of globalization (1450-1650) and (1750-1920) and describe their impacts on food crops, disease, migration, and trade. | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| T, M, A | Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.<br>*For example, What: Explain political and economic causes and consequences of demographic changes. Explain how govts adapt social policies to address political, cultural, and economic changes. Why: A government bolsters regime stability by adapting its policies to* | |

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| | *environmental, political, economic, and cultural changes. How: Describe 2 specific examples of challenges for our 6 course countries connected to demographic changes: Population growth/aging/density, Cleavages, Discrimination, Education/literacy, Healthcare, Land use/value/eminent domain, Migration/immigration, Allocation of govt resources. Describe policies enacted by govts in response to demographic change: i.e. gender equity, healthcare, education, social welfare.*<br><br>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events. | |
| T, M, A | Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.<br>*For example, "What should governments do when their citizens lose jobs due to global market forces?"*<br><br>Teacher places students into small groups to review HW. | Teacher looks for engaged and varied responses from multiple students. |
| M, A | Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). | Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A | Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.<br>*For example, multinational corporations, import substitution, demographic change*<br><br>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions. | Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows. |
| M, A | Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to | Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words. |

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| | support conclusions.<br>*For example, a 3-2-1 report after reading an article about privatization in all 6 course countries. [3 facts-2 conclusions-1 comparative statement]* | |
| T, M, A | Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.<br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 10,11,12<br><br>AP Classroom: Unit 5 videos, quizzes and progress checks<br><br>Various websites connected to supranational, international ,and nongovernmental organizations for all 6 course countries<br><br>Various news media with current events articles about globalization, natural resources, privatization, economic restructuring for all 6 course countries | Teacher looks for engaged and evidence-based responses from multiple students. |

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# AP Psychology

November 2023

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## New Milford Board of Education

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# New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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# AP Psychology

## 11th and 12th Grades

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

The course aligns with our district's goals regarding the Vision of a Graduate including the following themes.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

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# Pacing Guide

| Unit | Title | Weeks |
|---|---|---|
| 1 | Scientific Foundations of Psychology | 4 |
| 2 | Biological Bases of Behavior | 5 |
| 3 | Sensation and Perception | 3 |
| 4 | Learning | 3 |
| 5 | Cognitive Psychology | 2 |
| 6 | Developmental Psychology | 2 |
| 7 | Motivation, Emotion, and Personality | 3 |
| 8 | Clinical Psychology | 3 |
| 9 | Social Psychology | 3 |

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# Stage 1 - Desired Results - Unit 1

ESTABLISHED GOALS
American Psychology Association

1.2 Differentiate scientific and non-scientific approaches to knowledge

2.1 Describe research methods psychological scientists use

2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists
2.3 Describe the importance of representative samples in psychological research and the need for replication
2.4 Explain how and why psychologists use non-human animals in research
2.5 Explain the meaning of validity and reliability of observations and measurements

## *Transfer*

*Students will be able to independently use their learning to…*

- Analyze and interpret quantitative data in all disciplines
- Evaluate research based-based findings in scientific studies
- Critique the accuracy of research methods in any study.

## *Meaning*

UNDERSTANDINGS
*Students will understand that:*

- Psychology is empirical.
- Critical thinking skills is an important foundation for psychological research
- Psychology is theoretically diverse.
- Psychology evolves in a socio-historical context.

ESSENTIAL QUESTIONS

- How does the methodology of the research affect the outcome of a study?
- How do ethical guidelines impact psychological research?
- What is the mind?
- How do researchers ascertain causality?

| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br><br>● The progression of psychology from its roots up to modern day.<br>● Psychology's different approaches and theoretical orientations.<br>● The reasons for studying psychology.<br>● Recognize how philosophical and physiological perspectives shaped the development of psychological thought.<br>● The growth of psychological science depends on properly administered research methods.<br>● Correlation does not mean or ensure causation.<br>● The components of an experiment<br>● The three major types of research<br>● The concept of statistical significance<br>● The history and importance of the use of ethics in research<br>● The value of a case study | *Students will be skilled at…*<br><br>● Explaining the goals of psychology.<br>● Analyzing the biological, behavioral, cognitive, socio-cultural, humanistic, psychodynamic, and evolutionary perspectives.<br>● Distinguishing between the current approaches to psychology.<br>● Analyzing the subfields of psychology.<br>● Explaining the scientific process<br>● Explaining the difference between descriptive and inferential statistics<br>● Distinguishing the methodological hazards of doing each type of research<br>● Evaluating research and explain the difference between correlation and causation<br>● Explaining common ethical concerns with human and other animal subjects |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| A, T | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | PERFORMANCE TASK(S):<br><br>*Students will show evidence that they really understand …*<br><br>Naturalistic Observation research, one of four research methods they are introduced to, and the importance of clearly delineated operational definitions. This activity gives students first-hand experience with observation research and demonstrates the importance of interrater reliability. Together partners decide on a behavior to observe in the cafeteria (for example, seat selection or food choices). Students are encouraged to come up with behavior to investigate.<br><br>Goal = With a partner, students design and conduct a naturalistic experiment to be conducted at school. Partners do research separately, collect data separately, then compare results. Examine results of study and compare findings. Partners reflect on why differences exist: due to different operational definitions, time of day, class grade, etc.<br><br>Role = Researcher<br><br>Audience = Teacher and peers<br><br>Situation = Students will conduct their study, then write up their results and conclusions, answering questions that will help them assess the strength of their studies, and the validity and reliability of their conclusions.<br><br>Product/performance: In-school survey and document explaining results<br><br>Standards/criteria for judging success = Research report that presents clearly describes findings, including challenges faced during the research. Presentation of fundamental information, including outcome of study, and how to improve its validity and reliability. |
| M | Degree of accuracy of explanations of the history of psychology demonstrates a clear understanding of psychology's evolution from the 19th century to the modern day. | |
| A | Degree of accuracy of identification and uses of the four types of research methods. | |
| M, T | Students are using grammatically/contextually correct psychological terminology within assignments. | |
| M | Information on obedience and social conformity is psychologically accurate. | |
| M, T | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M | Operational definitions, survey results, and reflection from naturalistic observation project demonstrate clear understanding and application of methods and how the design can be improved | |
| M, T | Presented research report clearly describes findings, including challenges faced during the research. Presentation of fundamental information, including outcome of study, and how to improve its validity and reliability. | |
| T | Presenters are poised—not easily distracted and able to communicate clearly. | |
| T | Students demonstrate mastery of course material on the Practice and Unit Assessments. | |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

# Stage 3 - Learning Plan - Unit 1

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Questions to help complete this portion:<br>A general survey assessing the level of understanding of psychology, including general understanding, preconceiving notions, and what the students expect to be covered. | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring: |
| M | Hook: Students play a Unit 1 round of Jeopardy to act as a way to jump into material and as a basis for general survey. | Review results from KWL-like pre-assessment to determine the level of coverage needed. |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | Monitor student understanding and articulation during class discussions. |
| A | Teacher will present content slides on the historical perspective and evolution of psychology while students take notes | Regular review of classwork and homework to ensure competency covered and assigned material. |
| A, M | Students take notes from modules in Myers textbook on early thinkers in psychology. Teacher moderates discussion in which the students explain their answers. | Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly. |
| M, T | Teacher administers a student formative assessment on the history of psychology | Observe level of cooperation and collaboration and provide feedback during group activities |
| M, T | Teacher will offer FRQ writing strategies while allowing for some variation and originality of student strategies. | |
| T | Students will proceed to respond with partner collaborated FRQ answers to practice FRQ Test. | |
| A, M, T | Teacher moderates followup discussion. | |
| M, T | Students will use psychological/argumentative evidence to modify answers. | |
| M, T | Teacher organizes students into a human histogram in class to visualize the idea of frequency and the normal curve. | |
| T | Teacher selects students taking statistics to explain to the class the concept of standard deviation. | |
| T | Teacher arranges and assigns a Naturalistic Observation for students (in | |

| | | |
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| | pairs) to conduct and present in front of the classroom | |
| M, T | Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content. | |
| M, T | Students will collaborate to analyze their answers on Progress Check. | |
| T | Students take unit exam administered by the teacher. | |
| | <u>Resources:</u><br><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers' psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers.<br><br>Rolls, Geoff (2020). Classic Studies in Psychology (Fourth Edition). Routledge, New York, NY. | |

# Stage 1 - Desired Results - Unit 2

ESTABLISHED GOALS
American Psychology Association

1.1/2 Identify the parts of a neuron and the major divisions and functions of the human nervous system.
1.5 Describe the function of the endocrine glands and their interaction with the nervous system
2.2 Describe the interactive effects of heredity and environment
2.3 Explain general principles of evolutionary psychology

## *Transfer*

*Students will be able to independently use their learning to…*

Explain various ways that the physiological makeup of the brain affects individuals' behavior.

Analyze various behaviors based on physiological abnormalities.

Critically evaluate various theories on sleep, dreams and human growth.

## *Meaning*

UNDERSTANDINGS

- How can biology influence our behavior and mental processes?
- What happens when a particular neurotransmitter is absent from the body?
- How do biological and environmental factors interact to influence our behaviors and mental processes?
- Psychology is empirical.
- Behavior is determined by multiple causes.
- Heredity and environment jointly influence behavior.
- Our biological rhythms of our sleep influence our daily functioning

ESSENTIAL QUESTIONS

- How can biology influence our behavior and mental processes?
- How do biological and environmental factors interact to influence our behaviors and mental processes?
- How can adequate sleep impact mental health?

| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br><br>● Structure and function of the neuron<br>● Organization of the nervous system<br>● Hierarchical organization of the structure and function of the brain<br>● Technologies and clinical methods for studying the brain<br>● Structure and function of the endocrine system<br>● How heredity interacts with the environment to influence behavior<br>● How psychological mechanisms are influenced by evolution<br>● The nature of consciousness and the unconsciousness<br>● Explain the stages of sleep<br>● Identify the different theories for the purpose of dreams<br>● Identify the major sleep disorders<br>● Categories of psychoactive drugs and their effects | *Students will be skilled at…*<br><br>● Explaining the structure and function of the neuron<br>● Identifying the relationship of the important neurotransmitters and behavior<br>● Describing the central nervous system<br>● Explaining the different mechanisms of our nervous systems<br>● Explaining the functionality of the endocrine system<br>● Describing how evolutionary psychology explains behavior<br>● Distinguishing consciousness from altered states of consciousness<br>● Summarizing types and theories of sleep<br>● Explaining the stages of sleep<br>● Analyzing the different theories of dreams<br>● Analyzing the major sleep disorders |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| M | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | PERFORMANCE TASK(S):<br><br>*Students will show evidence that they really understand …*<br><br>**Superheroes brain project**<br><br>Students are to create eight (8) superheroes by pretending that it is possible to magnify or diminish the abilities governed in selective sites in the human brain. Students are to analyze how the skills/functions/behaviors of each superhero will be enhanced or diminished based on the structures and locations of the brain which will have been selected. Students will then create fictional writing (newspaper reports, comic book) which details how superheroes interact with each other, and normal people, based on enhanced or diminished skills/functions/behaviors.<br><br>Goal = Demonstrate understanding of function of brain structures, nervous systems, and neurotransmitters.<br><br>role = superhero creator and illustrator<br><br>audience = teacher and peers<br><br>Situation = After having viewed read the materials assigned, students make up their set of five superheroes<br><br>Product/performance = Create a superhero encompassing new abilities based on augmentation or destruction of various structures, systems, and neurotransmitters. Product includes a hand-drawn or digital representation of the superhero that reflects their main ability.<br><br>Standards = Physiological deficiencies or excesses for each superhero are clearly described. The powers gained match up and make sense based on the physiological change. |
| A, M | Students are using grammatically/contextually correct psychological terminology within assignments. | |
| M | Formative assessment on neurotransmitters demonstrate understanding of their mechanism and their function | |
| M, T | Placement, labeling, and descriptions of brain model align with the rubric | |
| M | Accuracy of Phineas Gage case study summary as well as demonstration of understanding of its importance to the understanding of the function of the brain. | |
| M, T | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M | Explanations on the biological basis of psychology are psychologically accurate. | |
| M, T | Students demonstrate mastery of course material on the Practice and Unit Assessments | |

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| | | OTHER EVIDENCE:<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

## Stage 3 - Learning Plan - Unit 2

| Code | | |
|---|---|---|
| | ***Pre-Assessment***<br>A computer forms assessment to determine how many have taken anatomy, or how many understand the basic brain, nervous, and endocrine systems. This will help determine how much needs to be covered early in the unit. | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring: |
| M,T | Hook: Students have four minutes per round to play Would You Rather, 5 rounds. Each round students must determine from two areas given, which part of brain they would give up. Students have four minutes to work in pairs and collaborate on what they are willing to sacrifice. | Review results from KWL-like pre-assessment to determine the level of coverage needed.<br><br>Monitor student understanding and articulation during class discussions. |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | Regular review of classwork and homework to ensure competency covered and assigned material. |
| A | Teacher will present content slides on biology and behavior psychology while students take notes. | Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly. |
| A, M | Students read Phineas Gage case study, complete graphic organizer. | Observe level of cooperation and collaboration and provide feedback during group activities |
| M, T | Students are then to create a new Phineas Gage with a different part of the brain affected. Students are to respond to the prompt with a psychologically defensible thesis or claim that establishes a line of reasoning. | |
| A, M | Teacher Introduces the parts and function of neurons, while the students take guided notes. | |
| A | Students explain the function of the principal neurotransmitters, using several web resources provided by the teacher | |
| M, T | Students apply their knowledge, writing and performing a skit on neurotransmitters in front of their peers, all monitored and evaluated by the teacher | |

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| M, T | Students write an essay explaining their role in the skit and its importance to the working of the neurotransmission process. The second part of the essay should address neurotransmission issues should one of the other parts stop working. Students should use at least one additional piece of specific psychological/scientific evidence (beyond that found in the documents) relevant to the prompt. | |
| M, T | Teacher administers a student formative quiz on the role of neurotransmitters | |
| A | Students take teacher-guided notes, contrasting neurotransmitters and the endocrine system. | |
| A, M | Students take notes on the genes module. The next day the students discuss findings with teacher and peers. | |
| A | Teacher shows Ted Talk video on the need for sleep as well as other examples of sleep disorders. | |
| M, T | Students will complete a graphic organizer comparing the need for sleep and effects of sleep disorders. | |
| A | Students are assigned notes on dream theories. | |
| M, T | Students participate in Jigsaw or expert groups to share their findings. Students will analyze writings of various theorists and explain how and why theories differ in essay format. | |
| M, T | Teacher assigns a sleep project for which students log their sleep patterns and dream summaries for two weeks. Students aret to describe a broader psychological context relevant to their dreams. | |
| T | Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content. | |
| T | Students take unit exam administered by the teacher. | |

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| | Resources:<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers' psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers.<br><br>TED. (2013, August). *Why Do We Sleep?* | *Russel Foster* [Video]. YouTube. https://www.youtube.com/watch?v=5MuIMqhT8DM | |

# Stage 1 - Desired Results - Unit 3

ESTABLISHED GOALS
American Psychology Association

1.1 Explain the process of sensory transduction
2.1 Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
2.2 Describe the visual sensory system
2.3 Describe the auditory sensory system
2.4 Describe chemical and tactile sensory systems

## *Transfer*

*Students will be able to independently use their learning to…*

- Explain the connections between senses and linked areas of the brain..
- Evaluate the research/methods of scientific/psychological study.
- Explain the ways in which trauma affects individuals' perceptions.

## *Meaning*

UNDERSTANDINGS

- Psychology is theoretically diverse.
- People's experience of the world is highly subjective.
- Sensations are transduced so our brain can interpret them.
- Although the stimuli may be the same, people perceive differently.
- Perception and behavior are shaped by an individual's culture.
- Not all of our senses require the brain's perception for a response to occur.

ESSENTIAL QUESTIONS

- How do we process the information we receive from our environments?
- How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

## *Acquisition*

| | | |
|---|---|---|
| | *Students will know…*<br><br>● Basic concepts explaining the capabilities and limitations of sensory processes<br>● The concept of transduction as it relates to our senses.<br>● Interaction of the person and the environment in determining perception<br>● Nature of attention | *Students will be skilled at…*<br><br>● Comparing and contrasting sensory and perceptual processes<br>● Explaining sensory processes such as transduction, threshold<br>● Explaining the relevant anatomical parts of the following senses and their purpose:: vision, hearing, smell, taste, and the touch and kinesthetic senses<br>● Explaining optical illusions<br>● Clarifying the perceptual processes for those senses as appropriate<br>● Explaining why we feel pain |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| A, T | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | PERFORMANCE TASK(S):<br><br>*Students will show evidence that they really understand …*<br><br>The mechanisms behind the sensation and perception of our senses.<br><br>Goal: To research and document how sensory and perception happen for each of our senses, and how differences may lead to different behaviors.<br><br>Role: Teamwork - two researchers and two illustrators.<br><br>Audience: Teacher and peers.<br><br>Situation: Students research, illustrate, describe the function of one of the assigned senses. Groups teach their peers and the audience takes notes.<br><br>Product/performance = Poster and presentation. Students will also prepare a written analysis of their finds so that elaborate on topic is present.<br><br>Standards: Accurate illustration and description of the senses, including sensation, transduction, and perception. All the vocabulary given by the teacher must be included in the presentation. Definitions and descriptions are clear and concise for the peers to take notes. |
| M | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M | Students are using grammatically/contextually correct psychological terminology within assignments. | |
| M | Information on sensation and perception is psychologically accurate. | |
| M | Explanations on sensation and perception are psychologically accurate. | |
| M, T | Presentations are psychologically focused on sensation and perception. | |
| M, T | Presenters are poised—not easily distracted and able to communicate clearly. | |
| M, T | Student presentations accurately depict the function of our senses and provide useful and clear descriptions for their classmates | |
| T | Students demonstrate mastery of course material on the Practice and Unit Assessments | |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

# Stage 3 - Learning Plan - Unit 3

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | <u>Questions to help complete this portion:</u><br>Teacher will show a demonstration with someone with prosopagnosia (or face blindness) to illustrate the difference between sensation and perception, and that sensations often do not alway equal perception. | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring: |
| M | Hook: Teacher plays a sound recording, while students test their own hearing threshold. | Review results from KWL-like pre-assessment to determine the level of coverage needed. |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | Monitor student understanding and articulation during class discussions. |
| A | Teacher will present, for students to take notes, definitions and examples of the impact of concepts such as top-down processing, selective attention, and sensory thresholds, and the students | Regular review of classwork and homework to ensure competency covered and assigned material. |
| A, M | Teacher introduces the concepts of *sensation* and *perception*, and the students take guided notes. | Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly. |
| A, M | Students try their hand at a variety of sensory stations (touch, taste, vision, smell, hear) where they are to record their findings. | Observe level of cooperation and collaboration and provide feedback during group activities |
| M, T | Students are to collaborate and analyze their findings as a class and compare them to findings done in other research, using at least two other documented findings per sense. | |
| M, T | Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content. | |
| T | Students take unit exam administered by the teacher. | |

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| | <u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers' psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers. | |

# Stage 1 - Desired Results - Unit 4

ESTABLISHED GOALS
American Psychology Association

1.1 Describe the processes of classical conditioning
1.2 Describe clinical and experimental examples of classical conditioning
2.1 Describe the processes of operant conditioning
2.2 Describe clinical and experimental examples of operant conditioning
3.1 Describe observational learning and social learning theory

## *Transfer*

*Students will be able to independently use their learning to…*

- Critically evaluate the research of similar studies.
- Develop their ability to read critically and evaluate psychological studies so they can produce counter arguments.
- Explain learning behavior from a biological, psychological, and social perspective.

## *Meaning*

UNDERSTANDINGS

- Psychology evolves in a socio-historical and cultural context.
- Heredity and environment jointly influence behavior.
- Many behaviors can be conditioned with the right reinforcer.
- Coping can be both adaptive and maladaptive

ESSENTIAL QUESTIONS

- How do we learn?
- How do our experiences influence our behaviors and mental processes?

| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br><br>● Characteristics of learning<br>● Principles of classical conditioning<br>● Principles of operant conditioning<br>● Components of cognitive learning<br>● Roles of biology and culture in determining learning<br>● Methods of coping | *Students will be skilled at…*<br><br>● Describing the critical attributes of learning<br>● Describing and analyzing the principles of classical conditioning<br>● Describing and analyzing the principles of operant conditioning<br>● Explaining schedules of reinforcement in operant conditioning<br>● Explaining aversive conditioning<br>● Analyzing classical and operant conditioning as models of learning<br>● Describing principles of cognitive learning<br>● Analyzing the biological constraints on learning<br>● Explaining learned helplessness<br>● Explaining coping skills |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| A<br><br>M, T<br><br>M, T<br><br>M, T<br><br>M<br><br>M<br><br>M, T<br><br>M<br><br>M, T<br><br>T<br><br>T | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.<br><br>Student explanation of the impact of advertising on consumer choices correctly applies vocabulary from the conditioning framework of learning.<br><br>Video quality and content align with instructions and demonstrate mastery of students' selected type of conditioning.<br><br>Written and clear explanation of how some social media fit into the conditioning framework.<br><br>Students are using grammatically/contextually correct psychological terminology within assignments.<br><br>Information on learning is psychologically accurate.<br><br>Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.<br><br>Explanations on learning are psychologically accurate.<br><br>Presentations are psychologically focused on learning.<br><br>Presenters are poised—not easily distracted and able to communicate clearly.<br><br>Students demonstrate mastery of course material on the Practice and Unit Assessments | PERFORMANCE TASK(S):<br><br>**Learning Video Project**<br><br>Students will create a 3-5 minute video in which they both explain one of the models of learning (operant conditioning, classical conditioning, observational learning) but also demonstrate the attempt of said model.<br><br>Video must include the vocabulary associated with the Learning unit and their relation to the study.<br><br>An analytical essay must accompany the video. Students are to evaluate their attempt and critically analyze their findings. Students should offer suggestions to improve their findings should they make a second attempt.<br><br>Goal = To reinforce students' understanding of how many behaviors are learned, students produce a video providing an authentic example, using the classical, operant, or observational method.<br><br>Role = Video recorder and documenter, and/or trainer<br><br>Audience = Teacher and peers<br><br>Situation = Student pairs decide on a method (classical, operant, or observational) and a subject that will learn a new behavior. They train their subject, recording the steps of the learned behavior on videotape. To explain the procedure used and outcome, students may add their voices or provide written (and readable) explanations on the video.<br><br>Product/performance = 2 to 4 minute video<br><br>Standards / criteria for measuring = Students videos accurately demonstrate one of the methods of learning, and use the vocabulary indicated in the rubric to describe the approach, method, and outcome. |

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| | | OTHER EVIDENCE:<br><br>Written assignment on social media and classical conditioning<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

# Stage 3 - Learning Plan - Unit 4

| Code | | |
|---|---|---|
| | ***Pre-Assessment***<br><u>Questions to help complete this portion:</u><br>The pre-assessment will serve as a misconception check. Students are provided with a list of behaviors and are asked to write down which behaviors are examples of learning and which are instinctual, that is, are they dependent on nature or nurture. | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring: |
| A, M | Hook: Classical Conditioning: An All-Purpose Demonstration Using a Toy (Spray Bottle) (apa.com). | Review results from KWL-like pre-assessment to determine the level of coverage needed. |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | Monitor student understanding and articulation during class discussions. |
| A | Teacher will present content slides on classical conditioning and behavior while students take notes. | Regular review of classwork and homework to ensure competency covered and assigned material. |
| A, M | Students will watch a video on classical conditioning and operant conditioning. | Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly. |
| M, T | Students will complete a graphic organizer comparing classical vs. operant conditioning. | Observe level of cooperation and collaboration and provide feedback during group activities |
| M, T | In groups, the students apply their knowledge to scenarios provided by the teacher, interpreting whether conditioning is classical or operant. They will write short answer responses with a psychologically defensible thesis or claim that establishes a line of reasoning. | |
| M, T | Students will collaborate together to find examples of classical conditioning experiments and compare/contrast them to operant conditioning experiments. | |
| M, T | Students are to describe a broader psychological context relevant to the studies. Students will use psychological reasoning to frame the reasoning for the experiments. | |
| M, T | Students find an example of advertising from a magazine and | |

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| | explain how conditioning is applied. Students will use psychological reasoning to frame the reasoning for the choice of conditioning. | |
| M, T | Students use psychological reasoning for selecting a conditioning method (e.g., classical, coperant, observational learning) to frame or structure an experiment on learning. | |
| M, T | Students work in pairs to collaborate to design, record, analyze and record (video) conditioning experiment. | |
| T | Students will write essay analyzing findings, comparing them to similar studies. Use at least one additional piece of a specific psychological experiment or study. Students are to conclude their essay by using specific and relevant examples of psychological data/evidence to evaluate the success, or lack thereof, of their experiment. | |
| A | Teacher shows students the video “Brain Hacking.” Students produce a written response, describing the mechanisms within the framework of conditioning, as well as their own experience and self-awareness with social media. | |
| M | Students are to describe a broader historical/social context relevant to the prompt. | |
| T | Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content. | |
| T | Students take a unit exam administered by the teacher. | |
| | <u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board | |

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| | of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>**References**<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers' psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers.<br><br>Rolls, Geoff (2020). Classic Studies in Psychology (Fourth Edition). Routledge, New York, NY.<br><br>60 Minutes. (2023, June 16). *V*. YouTube. Retrieved December, 2023, from https://youtu.be/awAMTQZmvPE?si=9STnqpETbADDCj_M<br><br>Spencer, J. I. (2008). *Activity 1 - american psychological association (APA)*. Activities. https://www.apa.org/ed/precollege/topss/lessons/activities/conditioning.pdf | |

# Stage 1 - Desired Results - Unit 5

ESTABLISHED GOALS
American Psychological Association

Content Standard: Language
1.1 Describe the structure of language from the level of speech sounds to communication of meaning

Content Standard: Thinking and problem solving
1.1/2 Describe cognitive processes related to concept formation problem solving

Content Standard: Memory
1.2 Describe systems of memory

Content Standard: Intelligence
1.1/2 Explain intelligence and it various conceptualizations
2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
3.2 Describe the influences of biological, cultural, and environmental factors on intelligence

## *Transfer*

*Students will be able to independently use their learning to…*

- Develop learned memory techniques in all of their endeavors, including at school and later at work.
- Analyze research-based studies on memory.
- Explain the ways in which memory can be affected in the short term and across lifetimes.
- Evaluate the validity and reliability of various intelligence tests.

## *Meaning*

UNDERSTANDINGS

- How we process information
- Much of what our brain processes does not reach awareness
- Despite more than a century of research, Intelligence is still a theory
- The difference between aptitude and achievement tests

ESSENTIAL QUESTIONS

- What roles do memory and thinking play in our behaviors?
- What is intelligence and how can we study it to understand it?
- Is intelligence measurable?
- Is the use of intelligence testing ethical?

| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br><br>● Models of memory processing, distinguishing encoding, storage and retrieval<br>● The distinction between semantic, episodic, flashbulb, and echoic memory<br>● Nature of intelligence<br>● Nature of intelligence testing<br>● Strategies and obstacles involved in problem solving and decision-making | *Students will be skilled at…*<br><br>● Explaining memory processing strategies<br>● Explaining the role of attention in memory processing<br>● Analyzing the types of memory systems<br>● Explaining the different theories that account for memory<br>● Describing the psychological perspective on thought, the units of thought, and the basic types of thought<br>● Analyzing the elements of creativity<br>● Explaining theories of Intelligence<br>● Explaining the application of aptitude, achievement, and interest tests<br>● Comparing and contrast the theories of intelligence<br>● Analyzing the genetic influences on intelligence<br>● Using reliability and validity in testing<br>● Explaining the characteristics of tests of intelligence |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | Further information: | PERFORMANCE TASK(S): |
| A | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | **A Case of Wrongful Conviction Essay:** Review Loftus's study on the misinformation effect as it pertains to car accidents. Have students compare this study to Julia Shaw's research on implanted memories. |
| M | Student understanding of the impact of the use of intelligence scores in criminal trials. | In this project, students will write an essay applying memory theories and information on eyewitness testimony to a real world case in which errors in eyewitness testimony or police lineups led to a false conviction. Paper should use the concepts/theories learned to explain what went wrong from a psychological perspective. |
| A | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M | Students are using grammatically/contextually correct psychological terminology within assignments. | GRASPS |
| M | Students are using grammatically/contextually correct psychological terminology within assignments. | Goal = Students will be able to explain the dangers of misinformation (and their genesis) and how they have played a role in everyday situations such as false convictions. Students should incorporate their understanding of memory models, framing and leading questions, and the reconstructive nature of memory. |
| M | Information on cognitive psychology is accurate. | Role = researcher, reader and writer |
| M, T | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | Audience = Teacher and classmates |
| M | Explanations on cognition are psychologically accurate. | Situation = Students read Loftus/Shaw studies and watch videos demonstrating the effects of misinformation. Students are then assigned wrongful conviction cases to research. |
| T | Essays are psychologically focused on cognitive psychology. | Product/performance = Five paragraph essay, including an introduction with a thesis statement, and a conclusion. At least two pieces of evidence in each body paragraph, including in-text citations in APA format. A works cited page in APA format |
| T | Students demonstrate mastery of course material on the Practice and Unit Assessments | Standard = Accurate representation of Loftus' study as it pertains to eyewitness testimony. Essays should make one authentic connection to their own experience or expected experience. Essays should demonstrate understanding of memory models, framing, and the reconstructive nature of memory. |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

# Stage 3 - Learning Plan - Unit 5

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | <u>Questions to help complete this portion:</u><br>A preliminary assessment will ask students how they study, that is, what methods do they employ to maximize their grades and understanding of covered material. It will also ask them their general beliefs about intelligence. Is being intelligent the same as being smart? Does achievement or aptitude predict success? Can they think of anything else that predicts success? | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring: |
| A, M | Hook: Word list memory exercise (class notes). Two rounds to check memorization capacity and potential for false memories. | Review results from KWL-like pre-assessment to determine the level of coverage needed. |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | Monitor student understanding and articulation during class discussions. |
| A | Teacher will present content slides on cognition and behavior while students take notes | Regular review of classwork and homework to ensure competency covered and assigned material. |
| A | Teacher introduces concepts on models of memory, while the students take notes on key concepts. | Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly. |
| A, M | Students work in groups to compare and contrast their own learning strategies. Students will analyze strategies by researching at least one additional piece of psychological evidence. | Observe level of cooperation and collaboration and provide feedback during group activities |
| M, T | Students read and analyze excerpts on memory strategies from “Moonwalking with Einstein,” by Joshua Foer | |
| M, T | Teacher moderates student-led Socratic Seminar on their own memory and learning strategies they use to prepare for assessments. | |
| M, T | Students are to support any arguments in response to the prompts using at least two forms of psychological evidence or provide counter arguments which show a clear line of psychologically based reasoning. | |
| A | Students observe testimony of a car accident, analyzing E. Loftus' | |

| | | |
|---|---|---|
| | theory on witness accuracy. Students watch a video on Julia Shaw's Implanted Memory experiment. | |
| M | Students will complete a graphic organizer comparing the Loftus and Shaw experiments. | |
| M, T | Students will write an essay applying memory theories and information on eyewitness testimony to a real world case in which errors in eyewitness testimony or police lineups led to a false conviction. | |
| M | Students will analyze at least two additional pieces of specific psychological evidence relevant to misinformation and false confessions. | |
| A, M, T | Students read and analyze the article "Death by IQ: US inmates condemned by flawed tests," describing a broader historical context relevant to the prompt | |
| M, T | Students will explain how and why intelligence testing has failed US inmates using psychologically defensible thesis or claim that establishes a line of reasoning. | |
| A | Teacher provides notes on theories of intelligence. | |
| M | Students explain their preconceived notions of the nature of intelligence, using psychological reasoning to frame or structure an argument. | |
| T | Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content. | |
| T | Students take a unit exam administered by the teacher. | |
| | Resources: | |

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|---|---|---|
| | All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Aldhous, P. (2012, August 15). Death by IQ: US inmates condemned by flawed tests. *New Scientist*. https://www.newscientist.com/article/dn22180-death-by-iq-us-inmates-condemned-by-flawed-tests/<br><br>Foer, J. (2011). *Moonwalking with Einstein: The Art and Science of Remembering Everything*. Penguin Publishing Group.<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers<br><br>“Julia Shaw on ‘Memory Hackers’ Nova.” *YouTube*, YouTube, 17 Feb. 2016, www.youtube.com/watch?v=NfPLTtlo2oY.<br><br>“Loftus and Palmer (1974) Car Crash: IB Psychology Experiment.” *YouTube*, YouTube, 25 Oct. 2021, www.youtube.com/watch?v=2bLJagblTxI.<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers’ psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers. | |

# Stage 1 - Desired Results

ESTABLISHED GOALS

Content Standard 1: Methods and issues in lifespan development
Students are able to (learning targets):

1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

1.4 Describe the role of sensitive and critical periods in development

Content Standard 2: Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)
Students are able to (learning targets):

2.1 Identify key features of physical development from prenatal through older adulthood

2.2 Identify key features of cognitive development from prenatal through older adulthood

2.3 Identify key features of social development from prenatal through older adulthood

## *Transfer*

*Students will be able to independently use their learning to…*

Critically evaluate differing theories, which explain behavior in various stages of life-long development

Evaluate and explain the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.

Analyze maturational theories in adolescence, including related family conflicts.

## *Meaning*

UNDERSTANDINGS
*Students will understand that…*

Psychology is theoretically diverse.

Psychology evolves in a socio-historical context.

Behavior is determined by multiple causes.

Perception and behavior are shaped by an individual's culture.

Heredity and environment jointly influence behavior.

People's experience of the world is highly subjective.

ESSENTIAL QUESTIONS

*Students will keep considering…*

To what degree is behavior nature versus nurture?

To what degree can individuals overcome developmental deficits later in life?

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| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…* | *Students will be skilled at…* |
| | Development is a lifelong process<br><br>Research techniques used to gather data on the developmental process<br><br>Theories of development<br><br>Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods) | Distinguishing between maturity and development<br><br>Explaining the importance of prenatal development and birth<br><br>Categorizing the different types of development in the different age categories:<br><br>A. Physical development<br>Mental and linguistic development<br>Emotional development<br>Social development<br>Moral development<br><br>B. Infancy<br>Childhood<br>Adolescence<br>Adulthood: Young adulthood, middle age, old age |
| | | |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| M | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>**How to Human**: Based on the theoretical situation of leaving to colonize Mars, students are to write a letter to their future child. The letter needs to include a description of EACH of the developmental phases covered in the unit. For <u>each</u> phase, BIOLOGICAL, COGNITIVE, and SOCIAL development must be incorporated along with the work of at least one developmental researcher/theorist.<br><br>GRASPS<br><br>Goal: Students will understand that each stage of life has different challenges.<br><br>Role: Researcher<br><br>Audience: Teacher and fellow students<br><br>Situation: Students are researchers who will create a letter designed to explain/analyze different developmental stages and theories.<br><br>Product: How To Human letter to future child.<br><br>Standards for Success: How To Human Rubric. |
| A, M | Students demonstrate mastery of course material on the Practice and Unit Assessments | |
| M, T | Students are using grammatically/contextually correct psychological terminology within assignments. | |
| A, M, T | Information on developmental stages is psychologically accurate. | |
| M | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M, T | Explanations on developmental stages and theories are psychologically/contextually correct. | |
| T | Justifications for positions in debate are clearly thought out and based on developmental theory. | |
| T | Presentations are psychologically focused on human developmental effects on individuals. | |
| T | Presenters are poised—not easily distracted and able to communicate clearly. | |
| M | Students demonstrate mastery of course material on the Practice and Unit Assessments | |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

## Stage 3 - Learning Plan

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Development Unit general survey assessing the level of understanding of human development, including general understanding, preconceived notions, and what the students expect to be covered. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring: |
| M | Students will take an FRQ test based on material they have not covered. | Review results from KWL-like pre-assessment to determine the level of coverage needed. |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | Monitor student understanding and articulation during class discussions. |
| A, M, T | Hook: In order to hook the students at the beginning of the unit, I will ask them to work in groups to decipher Reading Preprimer activity, which deals with language development. | Regular review of classwork and homework to ensure competency covered and assigned material. |
| A | Teacher will introduce class notes through PPT presentations. | Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly. |
| A, M | Students will take notes on PPTs and Unit Modules. | Observe level of cooperation and collaboration and provide feedback during group activities |
| A | Teacher will introduce The Baby Lab videos. | |
| M,T | Students will complete Baby Lab study guide and respond to prompt with a psychologically defensible thesis or claim that establishes a line of reasoning. | |
| M, T | Students will collaborate in two teams to explain, defend and debate arguments if babies are born with morality or not. | |
| T | Students will read and analyze the findings of various theorists and explain their research on human growth and development | |
| M, T | Students will write an essay (*How To Human* project) where they will need to explain different perspectives of Human Growth and Development theories and try to empathize with their future unborn child's feelings. | |
| T | Students will take AP style test | |

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| | Resources:<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers<br><br>Mudd, J. (2013). 60-Minutes “The Baby Lab” 1 of 2. In *YouTube*. https://www.youtube.com/watch?v=8LIb22-5Lwg<br><br>Mudd, J. (2013). 60-Minutes “The Baby Lab” 2 of 2. In *YouTube*. https://www.youtube.com/watch?v=ntbta0H6uFs<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers’ psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers.<br><br>Professor Dave. (2022, March 14). *Introduction to developmental psychology: Piaget’s stages*. YouTube. https://www.youtube.com/watch?v=eJTIo_MhG3M<br><br>A Special Primer. (1957). | |

# Stage 1 Desired Results

ESTABLISHED GOALS

Students are able to (learning targets):

1.1 Explain how biological and environmental factors interact to influence personality

1.2 Explain social-cognitive approaches to understanding personality

1.3 Explain trait-based approaches to understanding personality

Content Standard 2: Assessment of personality
Students are able to (learning targets):

2.1 Differentiate personality assessment techniques

2.3 Analyze how personality researchers address issues of stability and change

## *Transfer*

*Students will be able to independently use their learning to…*

Develop their critical and evaluative skills while researching methods/theories in order to draw conclusions about human behavior.

Develop skills to evaluate sources of various tests in order to critically examine interpretations of human personality, including self-evaluation.

Explain personality traits and behavior from biological and sociological perspectives.

## *Meaning*

UNDERSTANDINGS
*Students will understand that…*

Psychology is theoretically diverse.

Psychology evolves in a socio-historical context.

Behavior is determined by multiple causes.

Perception and behavior are shaped by an individual's culture.

Heredity and environment jointly influence behavior

ESSENTIAL QUESTIONS

*Students will keep considering…*

How do we account for morality in personalities?

To what extent is personality changeable and yet constant?

| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…* | *Students will be skilled at…* |
| | Motivational concepts<br><br>The role of biology and learning in motivation and emotion<br><br>Major theories of motivation<br><br>Interaction of biological and cultural factors in emotions and motivations<br><br>The role of values and expectancies in determining choice and strength of motivation<br><br>Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects<br><br>Effects of motivation and emotion on perception, cognition, and behavior<br><br>How to distinguish between personality and personality constructs<br><br>Personality approaches and theories<br><br>Assessment tools used in personality | Contrasting the core theories of motivation<br><br>Explaining theories of interpersonal attraction and love<br><br>Explaining the characteristics and influences of biological and social motives<br><br>Elaborating on the characteristics and classifications of emotions<br><br>Comparing and contrast the core theories of emotions<br><br>Describing the critical attributes of personality<br><br>Comparing and contrasting the different theories of personality from the following approaches:<br><br>Psychodynamic<br>Trait<br>Humanistic<br>Behavior and Social Cognitive<br><br>Distinguishing between adjustment techniques (defense mechanisms)<br><br>Identifying the important requirements of personality assessment<br><br>Elaborating on the different objective personality tests<br><br>Commenting on the Rorschach and TAT as examples of projective personality tests |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…* |
| M | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | **Emotion Poster Project**: Students are to select an emotion from a teacher produced list. Students are to create an original poster depicting how each of these three theories would explain our experience of that emotion:<br>1. James-Lange<br>2. Cannon-Bard<br>3. Schachter's Two Factor<br><br>Students are to thoroughly explain their chosen theorist/theory in detail and how each theorist would explain said emotion according to their beliefs. Each explanation must be accompanied with an appropriate life-situation/event which would produce said emotion. |
| A, M | Students are using grammatically/contextually correct psychological terminology within assignments. | |
| M, T | Information on personality, emotions and motivation is psychologically accurate. | |
| M, T | Posters are neat, legible and aesthetically pleasing. | |
| A, M, T | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M, T | Explanations on personality, emotions and motivation are psychologically accurate. | |
| T | Presentations are psychologically focused on personality theories/theorists. | GRASPS |
| T | Presenters are poised—not easily distracted and able to communicate clearly. | Goal: Students will put together a poster of a personality theorist. |
| T | Justifications for positions in essay are clearly thought out and based on psychologically sound theory. | Role: Authority on one personality theory<br><br>Audience: Teacher and fellow students |
| M | Students demonstrate mastery of course material on the Practice and Unit Assessments | Product: Poster showing key ideas and terminology related to personality theory. Written portion will be required for further elaboration.<br><br>Standards for Success: Poster/Project Rubric |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

## Stage 3 - Learning

| Code | ***Pre-Assessment***<br>Learning Unit general survey assessing the level of understanding of learning, including general understanding, preconceived notions, and what the students expect to be covered. | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring: |
| M, T | Hook: Students will recreate Maslow's Hierarchy of needs using paper cups. | Review results from KWL-like pre-assessment to determine the level of coverage needed. |
| M, T | Students will modify any disagreements during the exercise. | Monitor student understanding and articulation during class discussions. |
| M, T | After they have worked as a group, students will individually explain if they agree with their group's final decision or not. They should attempt to support their argument with psychological reasoning. | Regular review of classwork and homework to ensure competency covered and assigned material. |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly. |
| A | Teacher will introduce class notes through PPT presentations. | Observe level of cooperation and collaboration and provide feedback during group activities |
| A, M | Students will take notes on PPTs and Unit Modules. | |
| M | Teacher will introduce the Seinfeld "pretzel" video. | |
| M, T | Students will complete a graphic organizer on two characters from the video, based on their emotions shown. Students will explain the emotions from two different theorists. | |
| A | Students will support their graphic organizer responses using relevant psychological evidence to support their response. | |
| M, T | Teacher will introduce notes on Personality | |
| T | Students will take two personality tests and then write an essay on whether they agree with the scores/findings or not and be able to | |
| T | | |

| | | |
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| | explain how they would interpret their findings.<br><br>Students will use specific psychological evidence and theories to create poster which applies the findings/theories of different psychologists to their chosen emotion.<br><br>Students will take APA style Test.<br><br><br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>*Maslow's hierarchy of needs with Paper Cups*. tutor2u. (n.d.). https://www.tutor2u.net/psychology/blog/maslows-hierarchy-of-needs-with-paper-cups<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers' psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers.<br><br>superawesom12. (2013). Seinfeld-"These Pretzels are making me Thirsty" Scene. In *YouTube*. https://www.youtube.com/watch?v=yMe7mlRv8UE | |

# Stage 1 - Desired Results

ESTABLISHED GOALS

Content Standard 1: Perspectives of abnormal behavior
Students are able to (learning targets):

1.1 Define abnormal behavior

1.2 Describe cross-cultural views of abnormality

1.5 Explain the impact of psychological disorders on the individual, family, and society

Content Standard 2: Categories of psychological disorders
Students are able to (learning targets):

2.1 Describe the classification of psychological disorders

2.2 Describe the challenges associated with diagnosing psychological disorders

## *Transfer*

*Students will be able to independently use their learning to…*

Evaluate the strengths and limitations of various approaches to explaining psychological disorders.

Explain the ways in which diagnostic labels can have positive and negative consequences on individuals and their social circles.

Analyze major treatment orientations used in therapy and how those orientations influence therapeutic planning.

## *Meaning*

UNDERSTANDINGS
*Students will understand that…*

Psychology is empirical.

Psychology is theoretically diverse.

Psychology evolves in a socio-historical context.

Behavior is determined by multiple causes.

Perception and behavior are shaped by an individual's culture.

ESSENTIAL QUESTIONS

*Students will keep considering…*

Can a true line be drawn between normal and abnormal?

Do diagnostic categories help or hinder treatment?

With regard to psychopathology, where should the line be drawn on legal culpability?

| | | |
|---|---|---|
| 2.3 Describe symptoms of psychological disorders | Heredity and environment jointly influence behavior. | |
| | ***Acquisition*** | |
| | *Students will know…* | *Students will be skilled at…* |
| | Characteristics and origins of abnormal behavior<br><br>Methods used in exploring abnormal behavior<br><br>Major categories of abnormal behavior<br><br>Impact of mental disorders<br><br>Prominent methods used to treat individuals with disorders<br><br>Types of practitioners who implement treatment<br><br>Legal and ethical challenges involved in delivery of treatment | Explaining the concept behind the DSM (Diagnostic and Statistical Manual of Mental Disorders)<br><br>Listing the critical attributes of abnormal behavior<br><br>Contrast models of abnormal behavior:<br>biological<br>psychoanalytical<br>cognitive<br>behavioral<br>socio-cultural<br>legal<br>statistical<br><br>Distinguishing among the following types of disorders:<br>Anxiety Disorders<br>Mood Disorders<br>Schizophrenia<br>Delusional Disorders<br>Somatoform<br>Dissociative<br>Personality Disorders<br><br>Elaborating on the attributes of the following types of therapy:<br>Insight<br>Psychodynamic<br>Person-Centered<br>Behavior<br>Cognitive Behavioral<br>Group<br>Marriage and Family<br>Biological<br><br>Evaluating the effectiveness of psychotherapy |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| M | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>Analysis: Students are to select a fairy tale and three characters. Rewrite the fairy tale based on selected disorders the character(s) may suffer from with an alternative plot and ending than the original. The paper should be completed with a case history, prognosis, diagnosis (w/ etiology), & treatment options/treatments to be received.<br><br>GRASPS<br><br>Goal: Students will put together a poster of a personality disorders and treatment options<br><br>Role: Researcher on multiple personality theories<br><br>Audience: Teacher and fellow students<br><br>Product: Poster showing prognosis, diagnosis, treatment options related to personality disorder<br><br>Standards for Success: Poster/Project Rubric |
| A, M | Students are using grammatically/contextually correct psychological terminology within assignments. | |
| M, T | Information on mental illness and therapeutic options is psychologically accurate. | |
| A, M, T | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M, T | Explanations on mental illness and therapeutic solutions are psychologically accurate. | |
| T | Presentations are psychologically focused on mental illness and potential therapy. | |
| T | Presenters are poised—not easily distracted and able to communicate clearly. | |
| T | Justifications for diagnosis are clearly thought out and based on DSM5 findings. | |
| T | Broken Fairy Tale projects are neat, legible and aesthetically pleasing. | |
| | Students demonstrate mastery of course material | |

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| M | on the Practice and Unit Assessments | |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

## Stage 3 - Learning Plan

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Survey/quiz assessing the level of understanding of the DSM5. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring: |
| A, M, T | Hook: Teacher will introduce Wheel of Awareness meditation exercise. Students will meditate and follow instructions in order to complete the worksheet questionnaire on self-awareness or self-knowledge, using clear psychological terminology to answer the prompts | Review results from KWL-like pre-assessment to determine the level of coverage needed.<br><br>Monitor student understanding and articulation during class discussions.<br><br>Regular review of classwork and homework to ensure competency covered and assigned material.<br><br>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.<br><br>Observe level of cooperation and collaboration and provide feedback during group activities |
| M, T | Students will collaberate in small groups to research and modify alternative exercises to Wheel of Awareness meditation. | |
| A | Teacher will Introduce DSM5. | |
| A, M | Students will complete Exploring the DSM5 Worksheet Quiz. | |
| A | Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. | |
| A | Teacher will introduce class notes through PPT presentations. | |
| A | Students will take notes on PPTs and Unit Modules. | |
| A | Teacher will introduce Personality Disorder Worksheet. | |
| A, M, T | Students will determine and explain best possible treatment options for Personality Disorders discussed in assignment. | |
| M, T | In small groups, students will research and analyze psychological studies that agree and disagree with their findings. | |

| | | |
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| M, T | Students will find supporting evidence for all studies that is psychologically defensible and establishes a line of reasoning. | |
| A | Teacher will introduce Case Studies assignment. | |
| M, T | Students will be divided into six (6) groups and are to create a diagnostic report (interpretation), which applies recommendations for treatment, expected results and second option for treatment. | |
| T | Students will find supporting evidence for all recommendations that are psychologically defensible and establish a line of reasoning. | |
| M, T | Students will then present their findings to the class, using psychological reasoning (e.g., analyzation, comparison, critique) to frame or structure their argument. | |
| A | Teacher will introduce the Broken Fairy Tales project. | |
| M, T | Students will dissect and analyze a fairytale of their choice and diagnose three (3) characters and their potential personality disorder(s). | |
| M, T | Students will find supporting evidence for all diagnoses and treatment plan recommendations that are psychologically defensible and establish a line of reasoning. | |
| T | Their diagnosis and treatment plans will be presented on tri-fold posters. | |
| T | Students will take APA style Test. | |

| | | |
|---|---|---|
| | Resources:<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>*Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5). American Psychiatric Association. (2013).<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>Lenzenweger MF, Lane MC, Loranger AW, Kessler RC. 2007. DSM-IV personality disorders in the National Comorbidity Survey Replication. Biological Psychiatry, 62(6), 553-564.<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers' psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers.<br><br>Pennock, Seph F, and Hugo Alberts. "3 Mindfulness Exercises." PositivePsychology.Com B.V, 2019. | |

# Stage 1 - Desired Results

ESTABLISHED GOALS

Students are able to (learning targets):

1.1 Describe attributional explanations of behavior

1.2 Explain how experiences shape attitudes and beliefs

1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others

Content Standard 2: Social influence
Students are able to (learning targets):

2.2 Describe how intergroup dynamics influence behavior

2.3 Explain how persuasive methods affect behavior and beliefs

## *Transfer*

*Students will be able to independently use their learning to…*

Evaluate attitude formation and change, including persuasion strategies and cognitive dissonance.

Explain the impact of the presence of others on individual behavior.

Critically analyze the structure and function of different kinds of group behavior.

## *Meaning*

UNDERSTANDINGS
*Students will understand that…*

Psychology is empirical.

Psychology is theoretically diverse.

Perception and behavior are shaped by an individual's culture.

People's experience of the world is highly subjective.

ESSENTIAL QUESTIONS

*Students will keep considering…*

Given an understanding of the power of situations, at what point do we stop holding individuals accountable for evil actions carried out in a social context?

What would it take for prejudice and discrimination to be eliminated?

| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…* | *Students will be skilled at…* |
| | Social judgment and attitudes | Elaborating on the parameters of social psychology |
| | Social and cultural categories | Explaining the roles of internal vs. external factors in attribution theory |
| | Social influence and relationships | Distinguishing important variables of social influence concepts such as conformity, compliance, and obedience |
| | | Describing the role of social facilitation and leadership in group performance |
| | | Comparing theories of aggression |
| | | Elaborating on the role of the bystander effect on altruistic behavior |
| | | Explaining the role of first impressions in perception |
| | | Describing the fundamental attribution error |
| | | Comparing persuasion, cognitive dissonance, and prejudice |
| | | Grouping terms such as groupthink, group polarization, and social loafing |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| M | In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>Construct a Campaign: Using the conformity, compliance, and obedience principles, students are to structure a persuasion campaign for a school's administration.<br><br>Students are to provide an essay which explains/justifies their selected principle and how it would be more effective than other principles for their chosen persuasion campaign. Students are to present three arguments for their chosen principle. Each argument should be supported by at least one psychological study.<br><br>GRASPS<br><br>Goal: Students will create persuasion campaigns based on social theories/constructs<br><br>Role: Authority on one social behavior theory<br><br>Audience: Teacher and fellow students<br><br>Product: Videos/TikToks showing key ideas and terminology related to social behavior theories<br><br>Standards for Success: Poster/Project Rubric |
| A, M | Students are using grammatically/contextually correct psychological terminology within assignments. | |
| M, T | Information on obedience and social conformity is psychologically accurate. | |
| A, M, T | Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers. | |
| M | Explanations on obedience, social conformity and group dynamics are psychologically accurate. | |
| T | Presentations are psychologically focused on social psychology. | |
| T | Presenters are poised—not easily distracted and able to communicate clearly. | |
| T | Campaign Presentations/PPTs are neat, legible and aesthetically pleasing. | |
| M | Students demonstrate mastery of course material on the Practice and Unit Assessments | |

| | | |
|---|---|---|
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Summaries of guided readings, notetaking and answering questions.<br><br>Passing online AP-style quizzes and tests<br><br>Passing Free Response Question quizzes<br><br>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.<br><br>Passing summative AP Practice Exam |

## Stage 3 - Learning Plan

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Quizlet Unit 9 Pretest<br><br>https://quizlet.com/18841919/test?funnelUUID=41f0b078-2662-48f9-868c-1abf8a02a5e0 | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring: |
| M, T | *Hook:* Teacher will conduct In-Group Bias activity with class and then show *A Class Divided*. Students will then have to write one paragraph attempting to explain/justify their actions (self-knowledge) and another paragraph attempting to empathize with another student from the other group. | Review results from KWL-like pre-assessment to determine the level of coverage needed.<br><br>Monitor student understanding and articulation during class discussions.<br><br>Regular review of classwork and homework to ensure competency covered and assigned material.<br><br>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.<br><br>Observe level of cooperation and collaboration and provide feedback during group activities |
| A | Teacher will introduce essential questions for the unit so students know what they should expect to understand by the end of the unit. | |
| A | Teacher will introduce class notes through PPT presentations. | |
| M | Students will take notes on PPTs and Unit Modules. | |
| A, M, T | Teacher will show the Stanford Prison Experiment, Stanley Milgram Study, Robbers Cave documentary. | |
| A, M | Students will complete a graphic organizer comparing and contrasting all three experiments. | |
| M, T | Students will write an essay based on the prompt: *Is man innately evil or do social constructs determine antisocial/brutal behavior?* Student work should cite at least two more studies on each experiment which use evidence to corroborate their argument. | |
| M, T | Students will participate in a Socratic Seminar to discuss essay prompt. Their responses should be psychologically defensible and contain a clear line of reasoning based on their research. | |
| M, T | Students are to construct a campaign, which justifies their use of social control principles. Campaign should use evidence and psychological defensible reasoning to support their argument. | |
| | Students will take FRQ test based on *A Class Divided*. | |

| | | |
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| T<br><br>T | Students will take APA style Test.<br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br><br>Breckler, S., Olson, J., & Wiggins, E. (2006). Social psychology alive: The workbook (1st ed.). Belmont, CA: Thomson Wadsworth Publishers.<br><br>FRONTLINE PBS. (2019). A Class Divided. In *YouTube*. https://www.youtube.com/watch?v=1mcCLm_LwpE<br><br>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.<br><br>Myers, D. G., & DeWall, C. N. (2021). *Updated myers' psychology for the AP course* (Third). Bedford, Freeman & Worth High School Publishers.<br><br>*The Dark Side of Science: The Robbers Cave Experiment 1954 (Short Documentary)*. (n.d.). Www.youtube.com. <u>https://www.youtube.com/watch?v=FLmHfwkMAaU</u><br><br>"The Milgram Experiment 1962 Full Documentary." *YouTube*, YouTube, 25 Apr. 2016, www.youtube.com/watch?v=rdrKCilEhC0.<br><br>Zimbardo, P. (Director). (1971). Stanford Prison Experiment Footage [Motion Picture]. | |

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

# Advanced Chorus Honors

December 2023

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# New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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# Advanced Chorus Honors ~ Course Description

The Advanced Chorus curriculum provides a sequential study for New Milford High School choral students as they create, connect, respond, and perform in the ensemble setting. This curriculum is aligned with the concepts, knowledge, and skills described in the 2014 National Core Arts Standards which Connecticut adopted in 2016. The Connecticut State Board of Education (CSBE) believes that arts learning should occur through education focused on the whole child. As music educators we strive to create artistically-literate citizens equipped with the creativity, communication, critical thinking, and overall reflection skills required of twenty first century learners.

The choral music program at New Milford High School emphasizes the organization, preparation, and performance of a variety of vocal repertoire. Participation in this program is designed to foster and grow each individual's overall musicianship through the advanced study of healthy vocal technique, music literacy, ensemble skills, self and group expression, and overall communicative abilities. Overall, students will have the opportunity to refine their technical and expressive skills as they learn and perform a diverse range of choral repertoire with skilled musicianship throughout the year.

The Advanced Chorus is open to students in grades ten through twelve by audition. Emphasis is placed on the advanced development of singing, music literacy, and the overall study of choral music. Strong vocal technique and sight-reading skills are required to be a member of this ensemble. Ensemble placement is at the discretion of the choral director.

Public performances after school hours are an integral part of concept mastery and are a required part of the class. Rehearsals for these performances outside of school hours are also vital to the ensemble's success. In addition to these performance opportunities, New Milford High School is a member of the CMEA Northern Region which allows students the opportunity to audition and participate in Region and All-State auditions and festivals. Students are highly encouraged to participate in these activities as a vehicle for reinforcing and further developing the skills and concepts they have learned in their school based ensemble.

The list below is a non-exhaustive list of the choral skills addressed in this standards based curriculum:

- Breath Control
- Informed Interpretation and Expression
- Intonation
- Music Literacy
- Posture
- Rehearsal, Performance, and Audience Etiquette
- Stage Presence
- Teamwork/Collaboration
- Tone Quality and Development

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# Pacing Guide

| Unit Title | Number of weeks |
| --- | --- |
| Unit 1: Vocal Technique | Embedded throughout course |
| Unit 2: Ensemble Skills | Embedded throughout course |
| Unit 3: Music Literacy | Embedded throughout course |
| Unit 4: InformingMusic Expression | Embedded throughout course |

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# Unit 1: Vocal Technique

ESTABLISHED GOALS

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

CASEL Standard - Self-Management - The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

***Transfer***

*Students will be able to independently use their learning to…*

MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

***Meaning***

UNDERSTANDINGS

*Students will understand that…*

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Appropriate, skill based vocal technique is fundamental to the performance of choral music.
- Appropriate vocal timbre will differ for varying genres of music.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

ESSENTIAL QUESTIONS

*Students will keep considering…*

- How do musicians improve the quality of their creative work?
- When is a performance judged ready to present?
- How do musicians improve the quality of their performance?
- Why are correct posture, breath support, and vowel shape essential for achieving healthy vocal technique and an overall resonant sound?
- What are the physical characteristics necessary for good vocal technique?
- How does understanding the fundamentals of vocal production improve my experience singing in choir?
- How does 'proper vocal technique' differ between genres?

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| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br>● proper vowel shapes for singing<br>● proper vowel placement for singing<br>● tools for developing proper intonation<br>● proper breath support and breathing techniques<br>● healthy resonance and tone production<br>● singing posture<br>● tools for maintaining vocal health<br>● resonance modifications needed throughout their range<br>● passaggio points within their voice part<br>● self-evaluation tools to improve their craft | *Students will be skilled at…*<br>● producing clear and tall vowels<br>● producing clearly defined pitches<br>● performing vocal music passages with accurate intonation<br>● performing vocal passages with accurate rhythm<br>● executing crisp consonants and clear diction<br>● producing a focused, resonant tone throughout their range<br>● navigating smoothly throughout their range including passaggio points<br>● sustaining and implementing proper breath support throughout their range<br>● utilizing their tonal memory to repeat melodic passages<br>● demonstrating proper singing posture while sitting or standing on a consistent basis<br>● executing technical and expressive elements of music for a successful performance<br>● applying teacher, peer, and personal feedback to refine performance |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| Acquisition<br><br>Acquisition<br><br>Meaning/Transfer<br><br><br><br>Acquisition<br><br>Acquisition<br><br>Meaning/Transfer<br><br>Meaning<br><br><br>Acquisition<br><br><br>Meaning/Transfer<br><br>Meaning<br><br>Transfer | Students will be assessed according to a NMHS written rubric showing mastery of the following indicators:<br><br>Scales<br>● pitch accuracy.<br>● rhythmic accuracy.<br>● tone quality.<br><br>Repertoire<br>● pitch accuracy.<br>● rhythmic accuracy.<br>● tone quality.<br>● proper diction (clear vowels and crisp consonants)<br>● proper singing posture throughout the performance.<br>● proper breath support and control throughout the performance.<br>● a refined sense of expression/interpretation.<br><br>Student successfully completes the performance task indicating knowledge of the subject and proper etiquette throughout. | PERFORMANCE TASK(S):<br>SINGING ASSESSMENT<br><br>**Goal:** Students will sing two scales (key determined by voice part) and an age/voice part appropriate solo or an excerpt of ensemble repertoire.<br><br>**Role:** Students will serve as the musicians.<br><br>**Audience:** Teacher will serve as the adjudicator.<br><br>**Situation:** You are performing/auditioning to be part of an ensemble. For this audition you must demonstrate what it means to sing with strong vocal technique by performing the assigned material to the best of your ability.<br><br>**Product, Performance, and Purpose:** Individual performance<br><br>**Standards and Criteria for Success:** Rubric communicating the evaluative criteria |

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| | | OTHER EVIDENCE:<br>● participation in class activities<br>● participation in sectional rehearsals<br>● teacher observation<br>● rehearsal self reflections<br>● student reflection on singing assessment<br>● informal performance assessment |

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| Code | ***Pre-Assessment***<br>At the beginning of the school year, students will complete vocal warm-ups in small groups so that the teacher can observe and determine the students' current ability level. | |
|---|---|---|
| | **Summary of Key Learning Events and Instruction** | **Progress Monitoring Strategies Include:**<br>● Observation - both visual and aural<br>● Questioning and listening techniques<br>● Student self-assessment and reflection<br>● Peer Coaching<br>● Class Discussions<br>● Simple Rubrics<br>● Targeted instruction in sectionals<br>● Specific feedback |
| Acquisition | Student participation in daily ensemble warm-up activities. | |
| Acquisition | Teacher leads activities defining and exemplifying proper breathing technique. | |
| Acquisition | Students take part in an in-class discussion on proper vocal health as led by the teacher. | |
| Acquisition | Student participation in group daily repertoire practice. | |
| Acquisition | Teacher models and students mimic different types of tone and resonance as a group, then students describe what they hear. | |
| Meaning | Students accurately reflect upon their performance. | |
| Meaning | Students individually share which rehearsal strategies helped them achieve their goals. | |
| Meaning | Teacher discusses proper singing posture, both while standing and sitting, through modeling correct and incorrect posture. Through trial and error, students will connect why posture is an important element of vocal technique through self-discovery and class discussion. | |
| Meaning | Teacher models proper vowel shaping and has students replicate. Through trial and error, students discuss how vowel shaping impacts blend and intonation. | |
| Meaning | Students brainstorm and the teacher reinforces technique for stagger breathing to enhance work on breath management. | |
| Meaning | Students alter vocal tone based on the musical genre they are performing. | |

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| Meaning<br><br>Transfer<br><br><br>Transfer<br><br><br>Transfer<br><br><br><br>Transfer | Students respond to feedback and alter performance based on the new information.<br><br>Students listen to choirs and vocalists reflect upon what they hear first reflecting on their own and then discussing as a class.<br><br>Students demonstrate what it means to sing with correct and incorrect vocal technique and identify why each is right and wrong.<br><br>Teacher draws connections between skills used in previous repertoire and their application in new repertoire.<br><br><br>Students draw connections between skills used in previous repertoire and their application in new repertoire. | |

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# Unit 2: Ensemble Skills

| ESTABLISHED GOALS | ***Transfer*** | |
|---|---|---|
| Anchor Standard 5: Develop and refine artistic techniques and work for presentation.<br><br>Anchor Standard 6: Convey meaning through the presentation of artistic work.<br><br>Anchor Standard 9: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria<br><br>CASEL Standard - Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. | *Students will be able to independently use their learning to…*<br><br>MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.<br><br>MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.<br><br>MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context. | |
| | ***Meaning*** | |
| | UNDERSTANDINGS<br>*Students will understand that…*<br>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.<br>● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.<br>● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria<br>● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.<br>● Ensemble singers must effectively work together to achieve a common goal | ESSENTIAL QUESTIONS<br>*Students will keep considering…*<br>● How do musicians improve the quality of their performance?<br>● When is a performance judged ready to present?<br>● How do context and the manner in which musical work is presented influence audience response?<br>● How are balance and blend achieved in a choir?<br>● How does individual participation within an ensemble impact the group as a whole?<br>● How do we judge the quality of musical work(s) and performance(s)?<br>● How do musicians improve the quality of their creative work?<br>● How do choir members work together to improve the overall quality of music performance?<br>● What skills are needed to effectively work with a group?<br>● How do the skills needed to work with a group |

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| | | differ from the skills needed to perform individually? |
| | ***Acquisition*** | |
| | *Students will know…*<br>● the relationship of their individual voice within their section<br>● the relationship of their section within the entire ensemble<br>● proper vowel shape for choral singing<br>● text modifications needed for singing<br>● collaboration skills for successful teamwork<br>● proper technique for onsets and releases<br>● proper concert etiquette as a performer<br>● proper concert etiquette as an audience member<br>● communication skills to effectively work with others | *Students will be skilled at…*<br>● performing their own part within the ensemble with ensemble awareness including intonation, timing, breathing, blend, and balance<br>● performing with accuracy on onsets and cut-offs<br>● performing a variety of choral literature<br>● creating a uniform vowel sound within their section and the entire ensemble.<br>● pronouncing text to create unity of sound within the ensemble and textual understanding for the audience<br>● recognizing sensitivity to choral blend and balance.<br>● responding to the director and ensemble's interpretation of repertoire selections<br>● effectively following and responding to the director's conducting/gesture<br>● balancing and blending with other sections of the ensemble<br>● demonstrating proper performance etiquette during performances<br>● applying teacher given, peer given, or self given feedback to improve performance<br>● balancing personal needs with the overall needs for the group |

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| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| Acquisition/ Meaning<br><br>Transfer | Upon performing concert repertoire, students will be assessed according to a NMHS written rubric consisting of the following indicators:<br><br>● Ensemble/students perform music with attention to technical accuracy, a range of dynamic use, ensemble balance, proper intonation, expressive qualities, and accurate response to visual cues from the director.<br><br>● Students complete a performance reflection discussing both the strengths and areas of improvement for their personal performance as well as that of the ensemble. | PERFORMANCE TASK(S):<br><br>CONCERT PERFORMANCE AND REFLECTION<br><br>**Goal:** The goal is to perform in a concert displaying new repertoire learned and proper concert etiquette before, after, and during performances. After the performance you will reflect upon the strengths and areas of improvement for yourself and the group as a whole.<br><br>**Role:** Students will serve as the performers and evaluators<br><br>**Audience:** The audience is made of students' families and the school community. Students will serve as audience members for the ensembles they do not partake in.<br><br>**Situation:** You will perform the repertoire we have learned in this concert cycle for a live audience. In the performance, you will showcase the refined techniques we have worked on over the course of the semester. After the performance you will complete a reflection indicating your mastery of the material.<br><br>**Product, Performance, and Purpose:** Throughout the course of the year, we will learn new music together and work on ensemble skills. In their ensembles, students will perform this music and showcase how they have grown in terms of musicianship and ensemble technique. Students will reflect upon this growth both in class discussion and written reflection.<br><br>**Standards and Criteria for Success:** Your work will be judged by you and your peers through a class discussion and self-reflection. |

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| | | OTHER EVIDENCE:<br>● informal performance assessment<br>● rehearsal self reflections<br>● teacher observation<br>● student researched program notes<br>● participation in class activities<br>● participation in sectional rehearsals |

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| Code | *Pre-Assessment*<br>Teacher will check for students' prior knowledge with an informal ensemble performance pre-assessment created by the choral director. | |
|---|---|---|
| | **Summary of Key Learning Events and Instruction** | **Progress Monitoring Strategies Include:**<br>● Observation - both visual and aural<br>● Questioning and listening techniques<br>● Student self-assessment and reflection<br>● Peer Coaching<br>● Class Discussions<br>● Simple Rubrics<br>● Targeted instruction in sectionals<br>● Specific feedback<br>● Repertoire check-ins |
| Acquisition | Students will work in sectionals to strengthen part accuracy. | |
| Acquisition | Teacher models proper vowel shaping and has students replicate. Students discuss how vowel shaping impacts blend and intonation. | |
| Acquisition | Student performs musical selections with rhythmic accuracy. | |
| Acquisition | Student performs musical selection with pitch accuracy. | |
| Acquisition | Teacher will lead students in a discussion about proper audience etiquette. | |
| Acquisition | Teacher will review expectations for the ensemble in terms of overall participation. | |
| Meaning | Students will provide examples of proper and improper audience etiquette. | |
| Meaning | Students will have the opportunity to conduct the ensemble on small sections of the music or warm-ups. | |
| Meaning | Students identify important lines and motives in the music and discuss how this impacts ensemble balance. | |
| Meaning | Students will follow and respond to the teacher's conducting patterns. | |
| Meaning | Students will communicate any problems or concerns regarding the concert schedule to the teacher in a timely manner. | |
| Meaning | Students will treat all members of their ensemble with respect. | |
| Transfer | Students will listen to other ensembles on the concert program following proper audience etiquette. | |

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| Transfer | Students will judge their own performances and consider whether they accomplished their goals. | |
| Transfer | Students have the opportunity to listen to the group as an audience member and reflect upon what they are hearing. | |
| Transfer | Teacher will record the ensemble and playback for the class to discuss strengths and areas for improvement. | |
| Transfer | After performing a section of the music, students are asked to identify an area for improvement and recommend a rehearsal strategy to address it. | |
| Transfer | Students will apply feedback from this concert cycle in order to improve upon the next concert cycle. | |
| Transfer | Students write program notes outlining important information about the background of their repertoire and the skills they need to master to learn each piece. | |

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# Unit 3: Music Literacy

| ESTABLISHED GOALS | ***Transfer*** | |
|---|---|---|
| Anchor Standard 3: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria<br><br>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.<br><br>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific context relevant to grades 9-10 texts and topics. | *Students will be able to independently use their knowledge to…*<br><br>MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes<br><br>MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. | |
| | ***Meaning*** | |
| | UNDERSTANDINGS<br>*Students will understand that…*<br>● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.<br>● Developing music literacy skills is fundamental to reading and understanding music and the composer's intent. | ESSENTIAL QUESTIONS<br>*Students will keep considering…*<br>● What are the tools that aid a musician in reading and understanding a piece of music?<br>● What is solfege and how do we use it to read music?<br>● How does understanding the structure and context of musical works inform performance? |
| | ***Acquisition*** | |
| | *Students will know…*<br>● pitch tools, including solfege (using movable do and la based minor) and how to apply them in performance<br>● rhythm tools, including the number system, and how to apply it to standard notation and performance<br>● Curwen hand signs<br>● music vocabulary including terms regarding musical expression and tempo<br>● time signatures<br>● terminology related to reading choral scores | *Students will be skilled at…*<br>● maintaining a steady beat<br>● utilizing their tonal memory to repeat melodic passages<br>● sight-reading simple rhythms<br>● sight-reading simple melodies<br>● decoding simple melodies using solfege<br>● communicating using Curwen hand signs<br>● performing stylistic markings as indicated and music<br>● identifying and labeling pitches on a staff using either solfege or standard notation |

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| | including an understanding of system, staff, measures<br>● compositional devices such as repetition and sequencing<br>● strategies for marking technical attributes in their music<br>● technical attributes that impact performance<br>● tools for melodic dictation | ● locating measures within a score<br>● identifying musical terms and notation symbols that appear in choral scores<br>● navigating through a choral score<br>● marking their music with important information for accurate execution of the musical line<br>● dictating simple melodies<br>● dictating simple rhythms<br>● composing simple melodies<br>● composing simple rhythms |

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| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| Acquisition/ Meaning/ Transfer | Students will be assessed according to a NMHS written rubric consisting of the following indicators:<br><br>Students will complete the musical example with<br>● accurate pitches<br>● accurate rhythm | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>SIGHT-SINGING<br><br>**Goal:** Given a piece of music and/or sight-reading example students have never seen before, students will be able to perform the designated selection with pitch and rhythmic accuracy.<br><br>**Role:** Musician<br><br>**Audience:** Students need to convince the audience (teacher) of their mastery of the musical passage.<br><br>**Situation:** You are given a new piece of music to learn. Use your knowledge of music literacy, correctly perform the passage with pitch and rhythmic accuracy.<br><br>**Product, Performance, and Purpose:** Musicians are tasked with understanding and learning independently. Your job is to apply your musical knowledge to the piece of music given to you.<br><br>**Standards and Criteria for Success:** Rubric communicating the evaluative criteria. |
| | | OTHER EVIDENCE:<br>● in class sight-reading participation both in warm-up and in repertoire learning<br>● teacher observation<br>● participation in class activities<br>● participation in sectional rehearsals<br>● sight-reading assessments<br>● ensemble performances<br>● singing tests |

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| Code | *Pre-Assessment*<br><br>Teachers will check for student's progress with a sight-reading pre-assessment at the beginning of the school year. | |
|---|---|---|
| | **Summary of Key Learning Events and Instruction** | **Progress Monitoring Strategies Include:**<br>● Observation - both visual and aural<br>● Questioning and listening techniques<br>● Student self-assessment and reflection<br>● Peer Coaching<br>● Class Discussions<br>● Simple Rubrics<br>● Targeted instruction in sectionals<br>● Individual feedback on sight-reading activities |
| Acquisition | Students learn how to perform a major scale on solfege. | |
| Acquisition | Students learn how to perform a minor scale using la based minor solfege. | |
| Acquisition | Students use tonal memory to accurately repeat ear training exercises as led by the teacher. | |
| Acquisition | Students engage with vocal warm-ups on solfege as led by the teacher. | |
| Acquisition | Students sing through aural training examples with accuracy. | |
| Acquisition | Teacher models strategies for sight-reading music. | |
| Acquisition | Teacher initiates steady beat for class music making. | |
| Acquisition | Students label their repertoire with solfege to see the correlation between the solfege syllables and the staff and continue to gain comfortability using solfege. | |
| Acquisition | Teacher reviews new vocabulary called for in each piece of repertoire. | |
| Meaning | Students accurately identify parts of the score needed for accurate reading and navigation. | |
| Meaning | Students maintain the steady beat throughout the musical example(s). | |
| Meaning | Students initiate their own steady beat for independent sight-reading examples. | |

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| | | |
|---|---|---|
| Meaning | Students participate in regular sight-reading examples in rehearsal including unison melodies and multi-part chorales. | |
| Meaning | Students learn Curwin hand signs and use them as a regular part of their rehearsal technique. | |
| Meaning | Students complete individual Sight-Reading Factory assignments on a regular basis. | |
| Meaning | Students identify key terms in ensemble literature. | |
| Meaning | Student transcribes teacher performed melodies into solfege and/or standard notation | |
| Meaning | Students demonstrate usage of key terms in ensemble literature. | |
| Meaning | Students accurately label their music with important markings for performance. | |
| Meaning | Students ask questions regarding markings they are unfamiliar with in their music. | |
| Meaning | Students discuss how composition techniques used by the composer relate to the overall meaning of the repertoire. | |
| Transfer | Students apply knowledge from sight-reading in the warm-up to ensemble literature. | |
| Transfer | Students complete new sight-reading example(s) without labeling their solfege on the score (reading directly from the staff). | |
| Transfer | Students follow silent directives from the teacher using Curwen hand signs. | |
| Transfer | Students follow expressive markings in music without prompting from the teacher. | |

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UbD Template 2.0

# Unit 4: Informing Musical Expression

<table>
<tr><td rowspan="4">ESTABLISHED GOALS<br><br>Anchor Standard 8: Interpret intent and meaning in artistic work.<br><br>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make music.<br><br>CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br><br>MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.<br><br>MU:Cn10.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br><br>MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<ul><li>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li><li>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding</li><li>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</li><li>Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</li></ul></td><td>ESSENTIAL QUESTIONS<br>Students will keep considering…<ul><li>How do dynamics affect the mood of a song?</li><li>Why is historical context critical for understanding music?</li><li>How do we discern the musical creators’ and performers’ expressive intent?</li><li>How do musicians make meaningful connections to creating, performing, and responding?</li><li>How do I take what is written on the page and bring it to life?</li><li>How does using our critical listening skills allow us to provide an informed critique?</li><li>How do expressive elements communicate an idea in a song?</li><li>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and</li></ul></td></tr>
</table>

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| | | |
|---|---|---|
| | | responding to music? |
| | ***Acquisition*** | |
| | *Students will know…*<br>● background information about the repertoire they are performing<br>● how the context of a piece impacts its performance<br>● definitions of dynamic markings<br>● implementation of dynamic markings<br>● definitions of score markings<br>● implementation of score markings<br>● diction execution and modifications for singing | *Students will be skilled at…*<br>● identifying dynamic markings<br>● executing dynamic markings<br>● using dynamics to enhance song interpretation<br>● interpreting meaning in lyrics<br>● performing a diverse array of choral repertoire with expression<br>● performing text with the required pronunciation based on musical style<br>● placing emphasis on specific words within a phrase to provide further understanding of the text<br>● pronouncing text in a way that is understandable to the audience<br>● assessing a performance based on selected criteria<br>● analyzing and interpreting choral repertoire to create an informed performance<br>● connecting meaning to written music<br>● singing lyrics to convey meaning |

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| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| Acquisition | Students will accurately learn music in class participating in both musical learning and other meaning-making activities to learn the piece. | PERFORMANCE TASK(S):<br><br>PROGRAM NOTES |
| Meaning | Students will use appropriate vocabulary and terminology to reflect on their music in class. | **Goal:** Students will select a piece of repertoire we have been working on in class to further research as they write 'program notes' about the work. |
| Transfer | Students will create their own program notes outlining their learning, following the criteria on the teacher created rubric. | **Role:** The student will serve as the researcher and writer.<br><br>**Audience:** The teacher will serve as the audience.<br><br>**Situation:** You have been given several pieces of music this semester which we have begun learning and researching together. To help create a more authentic and meaningful performance, select one of our pieces to write program notes about. These program notes will better your own understanding of the music in addition to expressing the meaning behind each of our pieces to the audience at our upcoming concert.<br><br>**Product, Performance, and Purpose:** We write program notes as a way to dive deeper into the music we are learning. By doing so, we create more genuine performances that are reflective of the true meaning of the piece both from the composer's intent and from our personal understanding. More specifically, well written program notes accomplish three essential tasks:<br>1. Provide the audience with a sense of the work's history<br>2. Provide the audience with a sense of your personal connection and learning takeaways from working on the selected piece.<br>3. Give the audience a sense of what to expect while hearing the piece. This might mean a verbal description of the piece.<br><br>**Standards and Criteria for Success:** Rubric communicating the evaluative criteria. |

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| | | OTHER EVIDENCE:<br>● class discussion<br>● concert reflection<br>● program notes<br>● teacher feedback<br>● listening to recordings of other ensembles<br>● ensemble performances |

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| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Teacher will test previous knowledge by having students complete a similar activity as a class at the beginning of the year. Teacher will ask questions to gain an understanding of knowledge. | |
| | **Summary of Key Learning Events and Instruction** | **Progress Monitoring Strategies Include:**<br>● Observation - both visual and aural<br>● Questioning and listening techniques<br>● Student self-assessment and reflection<br>● Peer Coaching<br>● Class Discussions<br>● Simple Rubrics<br>● Targeted instruction in sectionals<br>● Specific feedback |
| Acquisition | Students accurately learn the technical aspect of their repertoire. | |
| Acquisition | Teacher brings student attention to expression markings written and implied in repertoire. | |
| Acquisition | Teacher introduces concert music by sharing background information on the pieces. | |
| Acquisition | Students identify expression markings in their music. | |
| Acquisition | Students learn about and study the background of the composers and pieces they are performing. | |
| Acquisition | Students speak through text to discern syllabic stress, important words to emphasize, and sentence phrasing. | |
| Acquisition | Students study the lyrics of the ensemble repertoire and discuss meaning. | |
| Meaning | Ensemble listens to recordings of other groups performing. Teachers asks leading questions to drive home ideas of how these groups perform the music. | |
| Meaning | Teacher leads class discussion about the meaning of the piece, using background information on the piece and other evidence from the music to drive the conversation. | |
| Meaning | Students discuss how to convey the composer's intended meaning during their performance through their singing and physical presentation. | |

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| | | |
|---|---|---|
| Meaning | Students will listen to recordings of themselves and other ensembles and consider how the groups convey meaning through their music. | |
| Meaning | Students will judge their own performances and consider whether they accomplished their goals. | |
| Meaning | Students discuss how composition techniques used by the composer relate to the overall meaning of the repertoire. | |
| Transfer | Students identify their own criteria of what made their performance “good” or why it is in need of improvement. | |
| Transfer | Students write program notes describing what they learned while working on their music that will transfer to future tasks. | |
| Transfer | Students connect the independent research they have conducted on the music to their findings from class. | |

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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# Criminal Justice

January 2024

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## New Milford Board of Education

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**Author of Course Guide**

Lisa Lee

## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# Criminal Justice

## Grades 11 and 12

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including criminal law, police, courts, and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Students have the option of taking this course at the honors level. Please see the instructor.

This applies to our vision of graduate by:

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.
Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.
Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.
Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.
Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

## Pacing Guide

Criminal Law- 4 weeks

Law Enforcement- 4 weeks

Court Roles and Processes- 4 weeks

Corrections- 4 weeks

<table>
<tr><td rowspan="4">ESTABLISHED GOALS<br>Standards adopted by the Connecticut Social Studies Standards.<br><br>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.<br><br>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.<br><br>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.<br><br>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<ul><li>Integrate evidence from multiple and varied sources to take a position on criminal law.</li><li>Use critical thinking and problem solving skills to evaluate historical and contemporary issues and how they impact today’s society.</li><li>Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment.</li></ul></td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<ul><li>The law is a set of guidelines representative of historical precedent and contemporary norms.</li><li>The purpose of law is to uphold the social contract in order to maintain equality and stability</li><li>There is a constant struggle between the protection of people and the state.</li><li>Criminal laws are created in order to codify social norms.</li><li>People commit crimes when they are</li></ul></td><td>ESSENTIAL QUESTIONS<ul><li>What is law?</li><li>What is justice?</li><li>How do laws balance the needs of the individual and others or the state?</li><li>Why are criminal laws created? How do laws impact people of different socioeconomic classes or genders?</li></ul></td></tr>
</table>

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| | | |
|---|---|---|
| | unable to abide by accepted norms. | |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>● History of criminal law and justice<br>● Government's ability to balance majority rule with minority rights<br>● Purpose of laws<br>● Levels of crime (misdemeanor vs. felony)<br>● State vs. federal law<br>● Rights and responsibilities of the American citizen | *Students will be skilled at…*<br><br>● Explaining how a person decides what is ethical in his/her life.<br>● Illustrating the relationship between law, ethics, and morals.<br>● Evaluating and categorizing different levels of crime.<br>● Debating and defending the sources of today's laws. |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T,M,A | The teacher created a Rubric with 4 bands of success:<br>- Required elements<br>- Authentic Content<br>- Presentation Style<br>- Process | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br>There are many aspects where criminal law and personal rights intersect. Students will research, develop arguments, and debate these issues in a socratic seminar.<br><br>GRASPS<br>Goal/challenge - Students will actively participate in a socratic seminar about personal rights and civil liberties.<br><br>Role for student-Debater and evaluator.<br><br>Audience for student work- Peers who will grade their participation in a seminar using a rubric.<br><br>Situation - Using an inquiry-based model, students will formulate questions and answers to discuss key issues of criminal law with classmates.<br><br>Products and performances generated by student- Socratic Seminar<br><br>Standards/criteria for judging success- rubric will be provided for the seminar. |

| | | |
|---|---|---|
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | | Guided reading and note-taking from primary and secondary sources. |
| A,M | | Answer questions based on various levels of Bloom's Taxonomy in class discussions. |
| T,A | | Create written responses to show, organize, analyze, and synthesize material in the unit. |
| T,M,A | | |
| T,M,A | | Multiple choice and short answer quizzes. |
| T,M,A | | Comparison of various topics. |

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | <u>Questions to help complete this portion:</u><br>Students will complete a Kahoot to activate and test prior knowledge. | |
| A,T | The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment. | Progress Monitoring<br><br>Monitor student progress through class discussions, and exit tickets.<br><br>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.<br><br>Monitor student progress through various summative assessments which may include inquiry-based projects.<br><br>Score GRASPS via assignment rubric. |
| A | The teacher presents a Google slide presentation introducing students to important aspects of criminal law history. Students will take notes and discuss material in small groups. | |
| A,M | The teacher presents an overview of criminal law today. Students will complete an analysis of criminal law and the Bill of Rights. | |
| M,T | The teacher will lead a class discussion on criminal law and the changes that have occured over the past few decades. Students will research and share their viewpoints on these issues. | |
| M,T | The teacher will provide primary and secondary sources. Students will use information from readings and apply them to scenarios.<br><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br>● Crash course videos-Criminal Justice<br>● CT Judicial Branch Library Law Services<br>● Street Law<br>● Advanced Introduction to Landmark Criminal Cases (Book)<br>● Criminal Law Case Studies (Book) | |

ESTABLISHED GOALS
Standards adopted by the Connecticut Social Studies Standards.

M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.

M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.

CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.

***Transfer***

*Students will be able to independently use their learning to…*

Reflect on how justice is applied in the modern world.
Use critical thinking skills to assess whether or not law meets the needs of American society.

***Meaning***

UNDERSTANDINGS
*Students will understand that…*

- The intent of policing is to prevent crime, but situations make it more of a reactive force.
- Modern policing is an ever changing field to meet the needs of American society.
- Although policing is not a perfect science it is necessary for a peaceful society.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- What does justice mean?
- What role do policing systems play in modern society?
- How are the rights of individuals equal under the law?

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| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…* | *Students will be skilled at…* |
| | ● Recruitment and education of law enforcement<br>● Police training<br>● Racial profiling<br>● Probable cause<br>● Warrants<br>● Search and seizure<br>● Interrogation and investigation<br>● Reactive policing<br>● Proactive policing<br>● Issues of police officers | ● Exploring the reforms taken in the policing system<br>● Reviewing policing models<br>● Discussing problems and issues in policing<br>● Analyzing the importance of police training<br>● Explaining the meaning and importance of discretion in policing<br>● Identifying the major U.S. constitutional provisions that govern policing<br>● Reviewing the three major areas of police functions<br>● Identifying the major U.S. constitutional provisions that govern policing |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T,M,A | Further information:<br><br>The teacher created a Rubric with 4 bands of success:<br>- Required elements<br>- Authentic Content<br>- Presentation Style<br>- Process | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br>Law enforcement is multifaceted. Students are going to explore what it means to be in law enforcement from job training to the policies and procedures that departments follow. Students will learn the different aspects of law enforcement from federal, state and local levels.<br><br>GRASPS<br>Goal/challenge - Students will produce an infographic trying to define what it means to be in law enforcement.<br><br>Role for student-Researcher and producer of the infographic.<br><br>Audience for student work- Classmates<br><br>Situation - Using an inquiry-based model, students will formulate questions to define what law enforcement is. This critical thinking exercise will allow students to analyze law enforcement and see its impact on society. Students are required to gather evidence from various sources to support their definition of law enforcement.<br><br>Products and performances generated by students- The creation of an infographic combining text and visual representation of law enforcement. The completed project will show their understanding of the many facets of law enforcement.<br><br>Standards/criteria for judging success- A rubric will be provided for the project. |

| | | |
|---|---|---|
| A<br><br>A,M<br><br>T,A<br><br>T,M,A<br><br>T,M,A<br><br>T,M,A | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Guided reading and note-taking from primary and secondary sources.<br><br>Answer questions based on various levels of Bloom's Taxonomy in class discussions.<br><br>Create written responses to show, organize, analyze, and synthesize material in the unit.<br><br>Multiple choice and short answer quizzes.<br><br>Comparison of various topics |

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | <u>Questions to help complete this portion:</u><br>Students will complete a Kahoot to activate and test prior knowledge. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A,T | The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment. | Monitor student progress through class discussions, and exit tickets. |
| A | The teacher presents a Google slide presentation introducing students to important aspects of law enforcement. Students will take notes and discuss in small groups. | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities. |
| M,T | The teacher provides readings to students about law enforcement. Students will watch documentaries about careers in law enforcement. Students will engage in class discussions and review of materials. | Monitor student progress through various summative assessments which may include inquiry-based projects. |
| M,T | Students will look at various case studies and evaluate their impact on law enforcement. | Score GRASPS via assignment rubric. |
| M,T | Students will apply what they learned in the unit with given scenarios to have a working understanding of law enforcement. | |
| | <u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br>● Crash course videos-Criminal Justice<br>● CT Judicial Branch Library Law Services<br>● Street Law<br>● Advanced Introduction to Landmark Criminal Cases (Book)<br>● Criminal Law Case Studies (Book)<br>● The Police in America (Book) | |

ESTABLISHED GOALS
Standards adopted by the Connecticut Social Studies Standards.

M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.

M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.

CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.

***Transfer***

*Students will be able to independently use their learning to…*

Determine the necessity of the judicial system and the effects on society.
Evaluate multiple sources of information and create and defend arguments based on the law.

***Meaning***

UNDERSTANDINGS
*Students will understand that…*

- Courtroom procedure guarantees an equal, fair, and professional trial that demonstrates a functioning court system.
- Evidence rules are numerous and strict as a mechanism by which to ensure fair trials.
- The court system is plagued by inefficiency due to lack of staff and resources.
- A jury trial of one's peers is intended to provide justice; however, it is difficult for laypersons to understand the nuances of law.
- The justice system is constantly evolving due to precedent, feedback, and a desire for quicker adjudication.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- How does the American legal process provide justice for all parties?
- How efficient are courts?
- What would make the court process fair for all participants?

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| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br><br>● Courtroom procedure<br>● Courtroom decorum<br>● Trial by jury<br>● Rules of a trial<br>● Precedents<br>● Differences between state and the federal court systems | *Students will be skilled at…*<br><br>● Identifying court procedures<br>● Arguing different sides of a court case<br>● Identifying rules of a trial<br>● Arguing the pros/cons of trial by jury<br>● Defending precedents<br>● Predicting changes in the courts<br>● Role playing court cases |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T,M,A | Further information:<br><br>The teacher created a Rubric with 3 criteria and 4 bands of success:<br>- Required elements<br>- Authentic Content<br>- Presentation Style<br>- Process | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br>Assess the functions, successes, and failures of the U.S. legal and criminal justice systems.<br><br>GRASPS<br>Goal/challenge - Students will develop, research, and perform a mock trial.<br><br>Role for student-Researcher and performer in a mock trial.<br><br>Audience for student work- Peers from a civics class<br><br>Situation - Using an inquiry-based model, students will formulate questions and develop arguments for a criminal case. This critical thinking exercise will allow students to analyze a criminal case and see how a court case develops. Students are required to gather evidence from various sources to support and defend their side.<br><br>Products and performances generated by students- Students will work together to support their side of the court case in order to win the mock trial.<br><br>Standards/criteria for judging success- A rubric will be provided for the project. |

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| | | |
|---|---|---|
| A<br><br>A,M<br><br>T,A<br><br>T,M,A<br><br>T,M,A<br><br>T,M,A | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Guided reading and note-taking from primary and secondary sources.<br><br>Answer questions based on various levels of Bloom's Taxonomy in class discussions.<br><br>Create written responses to show, organize, analyze, and synthesize material in the unit.<br><br>Multiple choice and short answer quizzes.<br><br>Comparison of various topics |

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | <u>Questions to help complete this portion:</u><br>Students will complete a Kahoot to activate and test prior knowledge. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A,T | The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment. | Monitor student progress through class discussions, and exit tickets. |
| A | The teacher presents a Google slide presentation introducing students to important aspects of the court system. Students will take notes and discuss in small groups. | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities. |
| M,T | The teacher provides readings to students about the court system. Students will watch documentaries about the court system. Students will engage in class discussions and review of materials. | Monitor student progress through various summative assessments which may include inquiry-based projects. |
| A,M | The teacher will provide resources so students will compare and contrast the structure of the federal and state court systems. | Score GRASPS via assignment rubric. |
| M,T | The teacher can introduce the importance of Supreme court cases and their impact on our country. Students will then look at important Supreme | |
| M,T | Court cases and evaluate their impact on society. | |

| | | |
|---|---|---|
| | <u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br>● Crash course videos-Criminal Justice<br>● CT Judicial Branch Library Law Services<br>● Street Law<br>● Advanced Introduction to Landmark Criminal Cases (Book)<br>● Criminal Law Case Studies (Book)<br>● !2 Angry Men- movie | |

<table>
<tr><td rowspan="4">ESTABLISHED GOALS<br>Standards adopted by the Connecticut Social Studies Standards.<br><br>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.<br><br>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.<br><br>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.<br><br>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br>Determine prison’s role in modern society.<br>Use evidence from various sources to assess the effectiveness of prisons in society.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>● The correctional system serves as a deterrent, while at the same time not preventing recidivism.<br>● Mass incarceration and its racial implications impact sentencing and corrections.<br>● Prisoners’ legal rights have developed over time through legal precedents.<br>● There are major challenges in contemporary corrections, including the rise in mentally disordered offenders, private prisons, soaring costs, and wrongful convictions.</td><td>ESSENTIAL QUESTIONS<br>Students will keep considering…<br><br>● How are people who break the law rehabilitated?<br>● What factors play a role in corrections and sentencing?<br>● What role does the death penalty play in American society?</td></tr>
</table>

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| | | |
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| | | |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>● Prisoners' rights<br>● Prison systems<br>● Probationary rules<br>● Parole procedures<br>● Women in prison<br>● Juveniles in prison<br>● Death penalty<br>● Mental health within the correctional facility<br>● Drug abuse within the correctional facility | *Students will be skilled at…*<br><br>● Explaining the development and types of prisoners' legal rights.<br>● Comparing and contrasting the different functions and operations of jails, prisons, probation, parole, and intermediate sanctions.<br>● Discussing and debating the issues regarding the incarceration of men, women, and juveniles.<br>● Debating the core controversies surrounding the death penalty.<br>● Explaining the emergent problem of prisoner reentry and the barriers to reintegration.<br>● Identifying the major challenges in contemporary corrections, including the rise in mentally disordered offenders, private prisons, soaring costs, and wrongful convictions. |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T,M,A | The teacher created a Rubric with 3 criteria and 4 bands of success:<br>- Required elements<br>- Authentic Content<br>- Presentation Style<br>- Process | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>This unit will provide an overview of the American correctional system including the history of corrections, probation, incarceration, community corrections, and the prison experience.<br><br>GRASPS<br>Goal/challenge - Students will research, design, and create a prison to meet the four major purposes of prison.<br><br>Role for student-Researcher, designer, creator and evaluator.<br><br>Audience for student work- Their classmates will use the given rubric and score each prison system.<br><br>Situation - Using an inquiry-based model, students will research and create a model prison based on the four goals of prison systems.<br><br>Products and performances generated by students- A detailed model of a prison and policies and procedures that would make this the ideal prison.<br><br>Standards/criteria for judging success- rubric will be provided for the seminar. |

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| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | | Guided reading and note-taking from primary and secondary sources. |
| A,M | | Answer questions based on various levels of Bloom's Taxonomy in class discussions. |
| T,A | | Create written responses to show, organize, analyze, and synthesize material in the unit. |
| T,M,A | | |
| T,M,A | | Multiple choice and short answer quizzes. |
| T,M,A | | Comparison of various topics. |

| Code | ***Pre-Assessment***<br><u>Questions to help complete this portion:</u><br>Students will complete a Kahoot to activate and test prior knowledge. | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A,T | The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment. | Monitor student progress through class discussions, and exit tickets. |
| A | The teacher presents a Google slide presentation introducing students to important aspects of corrections.Students will take notes and discuss in small groups. | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities. |
| A,M | The teacher provides readings to students about the correction in the United States. Students will watch documentaries about the prisons. Students will engage in class discussions and review of materials. | Monitor student progress through various summative assessments which may include inquiry-based projects. |
| A,M | The teacher presents a Google slide presentation with an overall structure of the correctional system. Students will research and explain the duties and responsibilities of correctional officers, the history of prisons in the United States, and the constitutional rights of inmates in prisons and jails. | Score GRASPS via assignment rubric. |
| M,T | Students will attend a program at a local correctional facility and evaluate its effectiveness within its four goals.<br><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br>● Crash course videos-Criminal Justice<br>● CT Judicial Branch Library Law Services<br>● Street Law<br>● Just Mercy- Book and movie | |

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# Kindergarten Health

December 2023

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## New Milford Board of Education

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Dr. Janet Parlato

**Assistant Superintendent**

Mrs. Holly Hollander

**Authors of Course Guide**

Original - Mariann Schirizzo

Revision - Alex Amaru

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## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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# Kindergarten Health

The Kindergarten Health curriculum for New Milford Public Schools is designed to help students make healthy and sound decisions that can improve all aspects of their life. The knowledge and skills developed in Kindergarten are aligned with National Health Education Standards. Skills will grow their communication, problem solving, creativity and social and emotional skills. Lessons will be delivered in a developmentally appropriate way while incorporating other elements of the Kindergarten educational curriculum such as reading and writing.

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# Kindergarten Health Pacing Guide

Each class currently meets 1/12 school days for 25 minutes and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

**Unit 1 - Personal Safety:**

| Session # | Lesson Title | Summative Assessment / Performance Task |
|---|---|---|
| 1 | Introduction to Health class, school procedures | Name Practice, Class rules, Compliment circle, Wax Museum Game |
| 2 | What makes you happy? | Share drawings of what makes us happy |
| 3-4 | Safer, Smarter KidsTrusted<br><br>Triangle, Safety stop sign | Students will make their trusted triangles and safety stop signs in accordance with Safer, Smarter kids |
| 5 | Medicine Safety | Brainpop quiz, class discussion and scenarios on Medicine safety |
| 6-7 | Brushing Teeth, Dental<br><br>Hygiene | Dental Defenders Video, Sesame Street brushing teeth game, Coloring pages |
| 8 | Snow and Health Safety | Winter word search, snow safety slideshow, Snow pictures |

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**Unit 2 - Health Enhancing Behaviors:**

| Session # | Lesson Title | Summative Assessment / Performance Task |
|---|---|---|
| 9 | Washing Hands, Germ Protection | Brainpop quiz, washing hands science experiment |
| 10 | Do you sense that?<br><br>Learning about our senses | 5 Senses questions, Spot the difference game |
| 11 | Recess and Playing outside - How to be safe | Review Recess rules and safety, make our own playgrounds |
| 12 | Earth Day Lesson | Recycle Round-Up game from National Geographic Kids |
| 13 | My Plate Food groups | Identify the five food groups |
| 14 | Sun Health and Safety | Sun Safety presentation and worksheets |
| 15 | Review Kindergarten, Health, Prepare for the summer | How to be safe and healthy over the summer. Freeze Dance questions, Wax Museum, share with the class |

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<table>
<tr><td rowspan="3">ESTABLISHED GOALS<br>Include any national/state/or school goals (Power standards).<br><br>NHES 1:Students will comprehend concepts related to health promotion and disease prevention to enhance health<br><br>1.2.1 Identify that healthy behaviors affect personal health.<br><br>1.2.5 Describe why it is important to seek health care<br><br>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.<br>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.<br><br>4.2.4 Demonstrate ways to tell a trusted adult if</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br>- Determine what makes a healthy choice<br>- Make each other feel emotionally and physically safe<br>- Make good decisions in and out of school<br>- Identify safe and unsafe situations<br>- Recognize how the decisions we make can impact our health</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td></td><td>UNDERSTANDINGS<br>Students will understand that…<br><br>- It is important to be respectful of others<br>- We can use our safety stop sign if we feel uncomfortable or unsafe<br>- Being kind to others can make us feel good as well<br>- There are adults we can go to if we need help<br>- There are multiple ways to maintain our dental hygiene<br>- Medicine should only be used when we are sick<br>- We should only go outside in the cold if we are prepared</td><td>ESSENTIAL QUESTIONS<br><br>- What makes you happy?<br>- How do the decisions we make impact our health?<br>- How does someone get into our trusted triangle?<br>- What are important class procedures and routines at school?<br>- How do compliments make each other feel?<br>- How does brushing our teeth keep us healthy?<br>- How does being safe in the cold keep us safe?</td></tr>
</table>

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| | | |
|---|---|---|
| threatened or harmed.<br><br>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.<br><br>8.2.1 Make requests to promote personal health.<br><br>8.2.2 Encourage peers to make positive health choices.<br><br>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | | |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>- Basic classroom procedure and routines<br>- Classroom rules<br>- What a compliment is and how it makes others feel<br>- What makes us happy<br>- Three adults we can go to when we need help<br>- When to go to adults for help<br>- The difference between a safe and unsafe situation<br>- Medicine should only be used with an adult present<br>- Do not use someone else's medicine<br>- Good Dental hygiene habits | *Students will be skilled at…*<br><br>- Giving compliments to their peers<br>- Following classroom rules<br>- Recognizing what makes us happy<br>- Knowing what is a safe and unsafe situation and how to communicate when<br>- Identifying safe and unsafe feelings<br>- Identifying who can be in our trusted triangle<br>- Knowing safe practices involving medicine<br>- Being safe and healthy in the snow and cold |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | Further information: | PERFORMANCE TASK(S): |
| T<br>M<br>A<br>A<br>TA<br>MA<br>TA | - Students will share what makes them happy with the class<br>- Students will correctly make a “Trusted triangle” with three adults they can go to for help<br>- Students will neatly make a “Safety stop sign” that they can use when they do not feel safe<br>- Students will take a “brainpop quiz” asking questions about medicine safety and answer the questions correctly<br>- Students will be able to successfully identify multiple ways to keep their teeth healthy<br>- Students will correctly list multiple ways to keep their bodies safe from cold weather | - Students will participate a game of “wax museum” to practice following rules<br>- Students will participate a brushing teeth computer game showing the benefits of proper dental hygiene<br>- Students will make a drawing about what makes them happy<br>- Students will make a “Trusted triangle” with three adults they can go to for help<br>- Students will make a “Safety stop sign” that they can use when they do not feel safe<br>- Students will take a “brainpop quiz” asking questions about medicine safety<br>- Students will share with the class their winter safety pictures |

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| | | |
|---|---|---|
| | | Other Evidence:<br><br>- Group and peer discussions<br>- Quizzes<br>- Coloring Assignments<br>- Class Exit tickets |

Stage 3

| | | |
|---|---|---|
| **Code** | ***Pre-Assessment***<br>Teacher will assess students knowledge at the beginning of class with questions about the topic | |
| M | Can you think of different rules you follow? | |
| M | What does it mean to be healthy? | |
| M | What does safety mean? | |
| M | What are healthy things that you do? | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A<br>A<br>T M<br>T M<br>T M<br>T M<br><br>T M | - Students will make a detailed list as a class of rules to follow through the year that makes them feel safe and respected<br>- Teacher will explain why following rules is important in society<br>- Students practice being able to make a compliment circle on the carpet<br>- Teacher will also complement students to help foster a positive classroom community | - Teacher will walk around the classroom providing feedback to students<br><br>- Teacher will facilitate classroom Discussions<br><br>- Teacher will review of work at the end of class |

| | | |
|---|---|---|
| | - Students will make a list of class rules on a google slideshow<br>- Students will identify what makes them happy in their lives on a drawing<br>- Students will share what makes them happy with the class<br>- Teacher will share examples of what makes them happy<br>- Students will be able to identify multiple ways to keep their teeth healthy<br>- Teacher will show videos from Safer, Smarter Kids about safety on the board<br>- Teacher will help students participate in an engaging in a discussion around safe medicine practice<br>- Students will view a video about the “Dental defenders” and explain how brushing and flossing keeps our teeth healthy<br>- Students will Color winter safety pictures<br>- Teacher will help students identify unsafe situations on a playground<br>- Teacher will ask students what to do if they see an unsafe situation | - Teacher will show answers on the board: Mostly will be in pictures, but if they are in word form, teacher will help students with reading practice |

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<table>
<tr><td rowspan="4">ESTABLISHED GOALS<br>Include any national/state/or school goals (Power standards).<br><br>NHES 1:Students will comprehend concepts related health promotion and disease prevention to enhance health.<br><br>1.2.1 Identify that healthy behaviors affect personal health.<br><br>NHES 5:Students will demonstrate the ability to use decisions making skills to enhance health<br><br>5.2.1 Identify situations when a health-related decision is needed.<br><br>NHES 7: Students will<br><br>demonstrate the ability to</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br>This is where we state how students can:<br>- Make health decisions in and out of school<br>- Know when are good times to wash hands<br>- Know how our senses keep us safe<br>- Be safe and responsible when playing outside<br>- How to make healthy food choices<br>- Recognize How the sun can be good and bad for our bodies<br>- Identify ways to help keep the Earth clean</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>- Germs can spread very easily<br>- Soap is necessary when washing hands<br>- Our senses keep us safe<br>- It is important to be physically and emotionally safe when at Recess<br>- We can make easy decisions to help keep the earth clean<br>- There are multiple ways to protect ourselves from the sun<br>- Our food choices can affect our health<br>- If we don’t protect ourselves from the sun, we can get hurt<br>- going outside to exercise can be very healthy</td><td>ESSENTIAL QUESTIONS<br>Students will keep considering…<br><br>- Why is washing our hands healthy?<br>- How does washing our hands help keep others healthy?<br>- How do our senses keep us safe?<br>- How can we be safe during recess?<br>- What does an earth-responsible person look like?<br>- What are different ways we can protect ourselves from the sun?<br>- How can food choices keep us healthy?<br>- Why is going outside good for us?<br>- How can we protect ourselves when going outside?<br>- How can we stay healthy over the summer?</td></tr>
</table>

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| | | |
|---|---|---|
| practice health-enhancing behaviors and avoid or reduce health risks.<br><br>7 .2.1Demonstrate healthy practices and behaviors to maintain or improve personal health.<br>7.2.2 Demonstrate behaviors that avoid or reduce health risks. | | |
| CCSS.ELA-LITERACY.RL.K.10<br>Actively engage in a group reading activities with purpose and understanding | ***Acquisition*** | |

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| | *Students will know…* | *Students will be skilled at…* |
|---|---|---|
| | - Soap should be used when washing hands<br>- Washing hands with soap helps stop the spread of germs<br>- Our senses play an important role in keeping us safe<br>- Responsibility and kindness should be shown when playing outside<br>- What gets thrown away and what gets recycled<br>- What examples of healthy foods are<br>- The sun can be good and bad for our bodies | - Good hand washing techniques<br>- Preventing the spread of germs<br>- Using their senses to keep them safe<br>- Being safe when playing with others<br>- Keeping the Earth clean<br>- Making healthy food decisions<br>- Protecting their bodies from the sun<br>- Identifying how exercise can promote health |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| MA<br>T<br>TA<br>M<br>A<br>A | Further information:<br>- Effectively demonstrate ways to prevent the spread of germs<br>- Creatively design their own playground<br>- Correctly being able to list the five senses<br>- Demonstrating safe practices when playing with others<br>- Correctly explain why healthy foods are good choices<br>- Accurately identify 5 ways to protect ourselves from the sun | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br>- Complete a hand-washing coloring page<br>- Participating in a “spot the difference” game<br>- Designing their own playground<br>- Placing a piece of waste in the correct basket between recycling and trash in a computer game<br>- Coloring the five food groups<br>- Circling safe sun practices |
| | | Other Evidence:<br>- Group and peer discussions<br>- Quizzes<br>- Coloring Assignments<br>- Class Exit tickets |

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Stage 3

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | <u>Questions to help complete this portion:</u><br>Teacher will assess students knowledge at the beginning of class with questions about the topic | |
| M | When are good times to wash your hands? | |
| M | What are good hand washing techniques? | |
| M | How can you be safe when playing with others | |
| M | How can your senses keep you safe? | |
| M | How can healthy foods help us? | |
| A<br>T A<br>M<br>T M<br>T A | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…*<br>- Students will provide examples of healthy choices at the start of class<br>- Teacher will lead a class discussion at the Beginning and end of class of the period about the lesson<br>- Teacher will engage students by showing a hand washing experiment with pepper and soap<br>- Students will be able to identify how different senses help us<br>- Students will creatively designing a playground<br>- Students will correctly placing a piece of waste in a | Progress Monitoring<br>- Teacher will assess students at the beginning and end of class<br>- Teacher will view work as it it's being completed<br>- Teacher will provide feedback during assignments<br>- Teacher will provide variety of worksheets and activities will be given throughout the unit<br>- Teacher will facilitate in an activity- quiz game |

| | | |
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| T A<br>M A | game of “recycle roundup”<br>- Students will Label the five food groups in “myplate”<br>- Teacher will help students be able to Identify ways to protect their skin from the sun<br>- Answering questions on a brainpop quiz about handwashing<br><br><u>Resources:</u><br>- Google classroom resources (slides, documents)<br>- Safer, Smarter Kids!<br>- Brainpop jr.<br>- Natgeo Kids<br>- Sesame Street in Communities<br>- Crest/Colgate hygiene resources<br>- “The Dr. Binocs show” | |

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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# 1st Grade Health

December 2023

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## New Milford Board of Education

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Original - Mariann Schrizzo

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# 1st Grade Health

The First Grade Health Curriculum of New Milford Public Schools is designed to help provide students with the skills and knowledge necessary to improve their overall well being. First Grade Health introduces new materials and concepts while building off previous content that was learned in Kindergarten. Students will be given assignments that are used to help promote communication, creativity, building positive relationships, and decision making skills. The skills and knowledge acquired from this course will be able to help keep students and those around them healthy and well for life.

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# Pacing Guide

Each class currently meets 1/12 school days for 25 minutes, and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

**Unit 1 - Personal Safety:**

| Session # | Lesson Title | Summative Assessment / Performance Task |
|---|---|---|
| 1 | Safer Smarter Kids Lesson 5:<br><br>Safe and Unsafe Secrets | Identify examples of safe and unsafe secrets<br><br>Act out “What would you do?” scenarios |
| 2 | Safer, Smarter Kids L4- Safe<br><br>and Unsafe Touches,<br><br>Personal space | Personal Space game<br><br>Identify examples of safe and unsafe touches |
| 3 | Safer Smarter Kids Lesson 6:<br><br>Tattling vs Reporting | Review tattling vs reporting examples<br><br>What can you say or do in this situation? |
| 4 | Emergency phone calls | Review times of when to call 911, practice realistic situations<br><br>Homework: Memorize addresses and phone numbers |
| 5 | Medicine Safety | Review Medicine safety, make our own medicines |

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| 6 | Kindness Calendar | Design a “kindness calendar” for each day of the week |
| 7 | Snow and Winter Safety | Snow safety word search, winter clothes coloring page |
| 8 | Your 5 senses | 5 Senses reflective questions, Spot the difference questions |

**Unit 2 - Health Enhancing Behaviors:**

| Session # | Lesson Title | Summative Assessment / Performance Task |
|---|---|---|
| 9 | Nutrition | My Plate sorting / Fruit and vegetable flash cards |
| 10 | Keeping your Heart Healthy | Busy Body book, practice heart healthy activities |
| 11 | Skeletal System | Create skeletons performing health enhancing activities |
| 12 | Earth Day | Recycle roundup game, Sesame Street goes to a recycle center |
| 13 | Outdoor Safety, Hiking,<br><br>Nature walks | Design our own hikers, how to be safe outside |
| 14 | Sun safety | UV index guessing game, Identify how to protect ourselves from the sun |
| 15 | Review 1st Grade Health | Wax Museum, Freeze Dance, Review quiz game |

<table>
<tr><td rowspan="3">ESTABLISHED GOALS<br><br>NHES Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.<br><br>1.2.1: Identify that healthy behaviors affect personal health<br><br>1.2.2: Recognize that there are multiple dimensions of health<br><br>NHES Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.<br><br>3.2.1: Identify trusted adults and professionals who can help promote health.<br><br>NHES Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks<br><br>4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br><br>- Use skills learned in Kindergarten and apply them to new real life, situations<br><br>- Make healthy decisions in and out of school<br><br>- Advocate for their own and other’s health</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>- A safe secret will eventually be told<br>- A safe secret makes others feel happy<br>- Someone could get hurt by keeping an unsafe secret<br>- Invading others personal space can make them feel uncomfortable<br>- Making an emergency phone call can potentially save someone’s life<br>- Medicine is only to be used to treat or prevent sickness<br>- Helping others and being compassionate can improve the mood of oneself and others<br>- Not being safe in the cold can lead to injury<br>- Our 5 senses can help protect us and</td><td>ESSENTIAL QUESTIONS<br><br>- What makes a secret safe or unsafe?<br>- What makes a touch safe or unsafe<br>- What is the difference between tattling and reporting?<br>- When are appropriate times to make an emergency phone call?<br>- How can we make sure we use medicine safely?<br>- How can being caring/kind help others?<br>- What can happen if we are not safe in the cold?<br>- How can our senses help us?</td></tr>
</table>

| | | |
|---|---|---|
| | provide joy | |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>- What makes a secret safe or unsafe<br>- What makes a touch safe or unsafe<br>- The private parts of their body are covered by their bathing suits. Their mouth is also a private part and should not be touched or seen unless at a doctor's office<br>- Why it is important to get help from a trusted adult<br>- Who trusted adults are that they can get assistance from<br>- What personal space is and why is it important to respect each other's space<br>- When to call 911 for an emergency<br>- Safe practices with medicines<br>- Ways to help others and why it is important to be kind<br>- Safe and healthy practices in the cold weather<br>- How the 5 senses help us in our daily lives | *Students will be skilled at…*<br><br>- When are good times to get help from a trusted adult<br>- Using their words to communicate feelings to peers and adults<br>- Knowing safe and unsafe secrets and how to handle them as such<br>- Knowing what is an emergency and what isn't<br>- Helping and being kind to others<br>- Identifying safe and unsafe situations<br>- Being safe with medicines<br>- Using creativity to help take ownership of their assignment<br>- Being safe and healthy during the winter months<br>- Using their 5 senses to help keep them safe |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| M A<br>M A<br>M A<br>M A<br>M A<br>M A<br>M T<br>T A<br>M A<br>M A<br>T | - Effectively identify examples of safe and unsafe secrets<br>- Efficiently move in an area while maintaining personal space<br>- Effectively communicate when in a “tattling vs. reporting” situation<br>- Moving to the correct side of the room depending on the answer to a question<br>- “Homework”: Accurately recite home addresses and phone number<br>- Correctly list safety rules with medicines<br>- Creatively make a kindness calendar<br>- Efficiently identify benefits of playing outside, even in the snow<br>- completely answer questions about the five senses<br>- Identify changes in a “spot the difference game” | PERFORMANCE TASK(S):<br><br>- Choosing whether a secret is safe or unsafe from a list of scenarios<br>- Practicing verbally saying no to a safe touch<br>- Acting out Safer, Smarter Kids scenarios<br>- Identifying if a situation requires an emergency phone call<br>- Acting out emergency phone calls<br>- Designing and drawing their own medicine<br>- Making a week long kindness calendar on a printed paper<br>- List ways to be safe outside<br>- Coloring in winter clothing / winter word search<br>- Assessing roles of the five senses and answering questions |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>- Reviewing information at the start of classes<br><br>- Taking group quizzes<br><br>- Answering questions on a whiteboard |

stage 3

| Code | *Pre-Assessment* | |
|---|---|---|
| T M A | - Brief group discussions at the beginning of class<br>- Turn and talk to a classmate in close proximity<br>- Students will connect content to be discussed in class to their daily lives | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring |
| T<br>M A | - The students will View Safer, Smarter Kids Videos<br>- The students will be able to Identify Safe and Unsafe Secrets in with visual and verbal demonstrations | - Teacher will review information at the beginning and end of class |
| M A | - Students will be practicing how to verbally respond to an inconvenient situation in which safety is not a factor | - Teacher will facilitate group discussions |
| T A | - Identifying safe and unsafe touches/ tattling vs reporting scenarios in a given picture | - Teacher will assess worksheets completed by students |
| T | - The teacher will help students answer questions about what makes qualifies an emergency phone class | - Teacher will provide Individual and Group Feedback |
| M A | - Students will watch news story about a 4 year old making an emergency phone call | |
| M A | - The teacher and students will Role-play an example of a 911 call | - Teacher will assess students with brief Brainpop quizzes |
| M A | - The teacher will aid students in filling out google slideshows about safe winter practices | - Teacher will maintain proximity control by walking around the class while students are working |
| T M A | - Students will make a pretend medicine drawing while including safe medicine practices | |
| T A | - Students will Design a kindness calendar for students to follow | - Teacher will listen to students conversations during turn and talk |
| M A | - Students will Complete a snow and winter safety word search<br>- The teacher will ask and students will answer and analyzing questions about their five senses | |

<table>
<tr><td rowspan="4">ESTABLISHED GOALS<br>Include any national/state/or school goals (Power standards).<br><br>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.<br><br>1.2.4 List ways to prevent<br>common childhood injuries.<br><br>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.<br><br>5.2.1 Identify situations when a<br>health-related decision is<br>needed.<br><br>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.<br><br>7.2.1 Demonstrate healthy</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br>-<br>- Apply information real life situations on a daily basis<br>- Use skills to promote decisions that improve well being<br>- Be physically and emotionally safe to oneself and others</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>- Healthy foods can improve our mood and give us energy<br>- Your heart pumps blood throughout your body<br>- Exercise and good food choices help keep our heart healthy<br>- Your skeleton helps you move and protects you<br>- There are multiple ways to protect your bones<br>- Going for a walk outside/hike can provide multiple health benefits<br>- It is easy to be environmentally healthy<br>- There are multiple ways to help keep</td><td>ESSENTIAL QUESTIONS<br>Students will keep considering…<br><br>- How can eating healthy foods be good for us?<br>- What are different ways to keep our heart healthy?<br>- What are ways to help keep our bones and skeletal system healthy?<br>- Why is it important to practice eco-friendly habits?<br>- Why is going for a hike/walk good for us?<br>- Where are good places to exercise in the local area?<br>- What can happen if we are not safe with our bodies?</td></tr>
</table>

<table>
<tr><td rowspan="3">practices and behaviors to maintain or improve personal health.<br><br>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</td><td>the Earth Healthy<br>- The sun can be dangerous but there are multiple ways to protect ourselves<br>- Following rules are an important part of functioning in a society.</td><td></td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…<br><br><u>Questions to help complete this portion:</u><br>What basic facts and basic concepts should students know and be able to recall?<br><br>- Fruits and vegetables helps kids eat smart and play hard<br>- At least 4 different heart healthy activities they can do to help them exercise<br>- The role of the heart and how to keep it healthy<br>- The role of the skeletal system and how to keep it healthy<br>- Dangers of being outside in nature such as ticks and poison ivy<br>- How to protect their body with a variety of different ways<br>- Different ways to be environmentally friendly<br>- What a UV index is</td><td>Students will be skilled at…<br><br><u>Questions to help complete this portion:</u><br>What discrete skills and processes should students be able to use?<br>- Making healthy food decisions in and out of school<br>- Locating their pulse to help feel their heart rate<br>- Choosing different activities to keep their heart healthy<br>- Protecting their bones when being physically active<br>- Being proactive while practicing environmentally friendly habits<br>- Being safe while outdoors<br>- Maintaining spacial awareness<br>- Following directions</td></tr>
</table>

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| | Further information: | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…* |
| M A | - Students will correctly sorting foods into the appropriate food category | - Choosing the right food in a fruit and vegetable flash card game<br>- Drawing 4 heart healthy activities on a worksheet<br>- Answering questions on a brainpop quiz<br>- Creating a skeleton performing a health-enhancing activity<br>- Playing a game of “inspectors and citizens” where students ask each other how they are eco-friendly<br>- Design their own hiker/walker who is prepared for the outdoors<br>- Looking at UV a index across the country and the world<br>- Answering questions about sun safety on a google slideshow<br>- Review activities at the end of the year |
| M A | - Students will correctly Answering questions in a brainpop quiz | |
| M A | - Students will correctly answering trivia questions and analyzing pictures of a skeleton | |
| M A | - Teacher will help students accurately identify ways to reduce, reuse, and recycle | |
| M A | - Students will accurately List possible dangers and safety precautions of going on a hike/nature walk | |
| M A | - Students will neatly design a walker/hiker who is prepared | |
| M A | - Teacher will help students effectively sort waste into the correct category in a “National Geographic Kids” Game | |
| M A | - Teacher will help students correctly list safety precautions against the sun | |

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| | | |
|---|---|---|
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>- Review information at the start and end of classes<br><br>- Answering questions on a quiz as a class<br><br>- Using a whiteboard to correctly answer questions |

| | | |
|---|---|---|
| **Code**<br><br>T M A | ***Pre-Assessment***<br><u>Questions to help complete this portion:</u><br>- Brief group discussions at the beginning of class<br>- Turn and talk to a classmate in close proximity<br>- Students will connect content to be discussed in class to their daily lives | |
| M A<br><br>M A<br><br>M A<br><br>M A<br>M A<br>M A<br>M A<br><br>T A | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…*<br>- Students will sort foods into the correct myplate category<br>- Students will what a food is based on its descriptions<br>- Students will Draw 4 heart healthy activities<br>- Students will creating a skeleton exercising<br>- Teacher will help students Complete a game of “Recycle Roundup”<br>- Students will create a hiker who is prepared<br>- Teacher will help students identify ways to protect themselves from the sun<br>- Students will complete a few rounds of “Recycle Roundup”<br>- Teacher will ask questions and students will answer correctly during an end of year review game<br><br><u>Resources:</u> | Progress Monitoring<br><br>- Teacher will review information at the beginning and end of class<br><br>- Teacher will facilitate group discussions<br><br>- Teacher will assess worksheets completed by students<br><br>- Teacher will provide Individual and Group Feedback<br><br>- Teacher will assess students with brief Brainpop quizzes<br><br>- Teacher will maintain proximity control by walking around the class while students are |

| | | |
|---|---|---|
| | Safer, Smarter Kids!<br>Kidshealth.org<br>Brainpop Jr.<br>myplate.gov<br>NatGeo Kids<br>Sesame Street | working<br><br>- Teacher will listen to students conversations during turn and talk |

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# 2nd Grade Health

December 2023

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## New Milford Board of Education

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Brian McCauley

Tom O'Brien

Olga Rella

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Mrs. Holly Hollander

**Authors of Course Guide**

Mariann Schirizzo (original)

Alex Amaru (revision)

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# New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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# 2nd Grade Health

2nd grade health helps reinforce information and skills acquired in Kindergarten and 1st grade, while also introducing slightly more advanced concepts. Educating the whole child will be an imperative aspect of the 2nd grade curriculum as the social, emotional, and physical components of the student's health will be explored. Students will have the opportunity to show creativity, critical thinking skills, problem solving solving skills and a growth mindset through a variety of different developmentally appropriate activities and assignments. As a result of 2nd grade health, students will be able to practice a lifestyle of wellness by incorporating information and skills obtained from the course

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# Pacing Guide

Each class currently meets 1/12 school days for 25 minutes, and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

**Unit 1 - Personal Safety:**

| Session # | Lesson Title | Summative Assessment / Performance Task |
|---|---|---|
| 1 | P.L.A.N lesson 1 | Safer, Smarter P.L.A.N video and story |
| 2 | P.L.A.N lesson 2 | Making our own P.L.A.N, share with the class. Real life P.L.A.N example |
| 3 | Safe and Unsafe Secrets Review | Safer, Smarter Kids video, Safe and Unsafe Secret scenarios |
| 4 | All About the Brain | Brain Quiz, healthy brain activities |
| 5 | Lice Prevention | Lice video, quiz and coloring page |
| 6 | Kindness Calendar | Kindness calendar |
| 7 | Nutrition Lesson 1 | Crack the code nutrition puzzle |
| 8 | Busy body book | Exercise coloring page |

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**Unit 2 - Health Enhancing Behaviors:**

| Session # | Lesson Title | Summative Assessment / Performance Task |
|---|---|---|
| 9 | Keeping your heart<br><br>healthy | 4 favorite heart healthy activities |
| 10 | Keeping your lungs healthy | Discovering the pathways of air throughout the lungs and body |
| 11 | Being Safe and healthy outside | Creating adventurous and safe playgrounds |
| 12 | Earth Day | Focus on Reduce, reuse, recycle |
| 13 | Outdoor and Adventure Health | Making our own hikers |
| 14 | Kahoot introduction and review | Kahoot quizzes |
| 15 | Last Class of the year | Review games and activities |

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<table>
<tr><td rowspan="2">ESTABLISHED GOALS<br><br>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health<br><br>1.2.1 Identify that healthy behaviors affect personal health.<br>1.2.4 List ways to prevent common childhood injuries.<br><br>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health<br><br>5.2.1 Identify situations when a health-related decision is needed.<br><br>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks</td><td colspan="2">Transfer<br><br>Students will be able to independently use their learning to…<br><br>- Promote safe and wellness practices throughout life<br>- Help keep oneself and others healthy by making good decisions<br>- Communicate with others in an efficient manner</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>- It is important to ask for permission, communicate location, activities, names and numbers with their at home adults (PLAN)<br>- There is a difference between safe and unsafe secrets<br>- The brain is computer of the body<br>- There are strategies for reducing the chances of getting lice<br>- Lice does not equate to having poor hygiene<br>- There are multiple ways to be kind and compassionate to others<br>- Making healthy food decisions can lead to a multitude of benefits<br>- Exercise and movement can provide many benefits as well</td><td>ESSENTIAL QUESTIONS<br><br>- Why is it important to make a P.L.A.N with our at home adults?<br>- What are examples of safe and unsafe secrets?<br>- How can we keep the brain healthy?<br>- What does the Brain do for the body?<br>- How can we protect ourselves from lice?<br>- Why is it important to be nice to ourselves and to others?<br>- How does our body react to making healthy food choices<br>- How many different types of exercise can we do?</td></tr>
</table>

| | ***Acquisition*** | |
|---|---|---|
| | Students will know… | *Students will be skilled at…* |
| 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.<br>7.2.2 Demonstrate behaviors that avoid or reduce health risks.<br><br>Casel Competencies:<br><br>Responsible decision making<br><br>Self-Awareness | - Why it is important to make a P.L.A.N with their at home adults<br>- Real life examples of when to use a P.L.A.N in action<br>- The difference between a safe and unsafe secret<br>- When to share a secret with a parent/guardian<br>- The important role of our brain<br>- How to keep our brain safe and healthy<br>- How lice travel from one person to another<br>- Lice do not carry disease<br>- Acts of kindness can provide health benefits<br>- How eating healthy can help improve well-being<br>- There are different ways to exercise and they can aid in being well | - The four steps of making a PLAN<br>- Communicating with their at home adults<br>- Identifying safe and unsafe secrets<br>- Making safe and healthy decisions that improve brain health<br>- Reducing the likelihood of contracting lice<br>- Helping and being compassionate to others<br>- Making healthy food decisions<br>- Choosing physically active exercises that improve wellness |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T.A<br>M.A<br>M,A<br>M,A<br>T,A<br>T,M,A<br>M,A | Further information:<br>- Students will effectively list an example for each part of the P.L.A.N acronym<br>- Students will correctly identify safe and unsafe secrets from a list of scenarios<br>- Students will correctly answer questions about the brain in a google form as a class<br>- Students will accurately answer questions from a quiz about Lice<br>- Students will creatively make a kindness calendar for one week<br>- Students will efficiently move bodies in a way to enhance health<br>- Students will correctly answering questions about systems of the body | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br>- Making a real and imaginative P.L.A.N to show their guardians<br>- Choosing the correct answer through a list of safe and unsafe secret options<br>- Answering questions and filling in the blank answers about the brain<br>- Listing lice preventive measures as a class<br>- Making a kindness calendar that has different ways to help others<br>- “Cracking the code” about nutrition in a word puzzle<br>- Recalling information from the “Busy Body Book” and showing examples of different body movements |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br>- Sharing work with the classes<br>- Using whiteboards to answer questions<br>- Answering quizzes as a class to help facilitate feedback<br>- Different coloring pages to help enhance the lesson<br>- Group discussions |

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Stage 3

| Code<br><br>T M A | *Pre-Assessment*<br>- Group and partner discussions at the start of class<br>- Listing already known information about the content in the lesson on a google slide<br>- Share times when the lesson topic has been used in their lives | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A<br><br>T A<br><br>M A<br>M A<br><br>M A<br><br>T A<br><br>M A<br><br>M A<br><br>M A | - Students will watch a Safer, Smarter kids video about making a P.L.A.N<br>- Students will create their own P.L.A.Ns that will be both real and imaginative<br>- Students will act out scenarios that demonstrate the difference between safe and unsafe secrets<br>- Students will get graded and scored on a google form quiz about the brain<br>- Teacher will ask questions about Lice on a brainpop quiz<br>- Students will make a kindness calendar to guide themselves about how and when to help others<br>- Students will use problem solving skills to help “crack a code” about nutrition<br>- Teacher will help students respond to examples of safe and unsafe secrets through a verbal dialogue<br>- Students will recall information about our bones and muscles from “The Busy Body Book”<br>- Students will provide examples of how use or muscles and bones in different ways<br>- Students will be able to explain why we do each lesson | - Teacher will Check for understanding before students start an assignment<br><br>- Teacher will facilitate group and Peer discussions<br><br>- Teacher will give Forms and Quizzes and review<br><br>- Teacher will see if students can provide examples of different movement patterns<br><br>- Teacher will use quick checks to gauge student progress<br><br>- Teacher will provide group and Individual feedback<br><br>- Teacher will trivia games to assess students knowledge |

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| | | |
|---|---|---|
| | and how it can be applied to our lives | |

UbD Template 2.0 UNIT TITLE: Health Enhancing Behaviors

<table>
<tr><td rowspan="3">ESTABLISHED GOALS<br><br>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health<br><br>1.2.1 Identify that healthy behaviors affect personal health<br><br>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.<br><br>5.2.1 Identify situations when a health-related decision is needed</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br><br>- Practice how to be safe individually or as a group<br>- Know how being healthy can affect the body<br>- Use problem solving and critical thinking skills<br>- Find joy in being healthy to practice a lifestyle of wellness</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>- The heart is one of the body’s most important organs<br>- There are multiple ways to keep the heart healthy<br>- Being safe outside can help prevent injury to oneself and to others<br>- It is important to practice environmentally friendly behaviors<br>- There are many ways to protect oneself from the outdoors</td><td>ESSENTIAL QUESTIONS<br>Students will keep considering…<br><br>- What are the best ways to keep the heart healthy?<br>- How does the Heart help our bodies?<br>- How does our heart and lungs work together?<br>- Why is it important to be safe when playing with others?<br>- How can we take care of our own personal safety when outside?<br>- What are practical things we can do help keep our school, town, and planet clean<br>- Why</td></tr>
</table>

| | | |
|---|---|---|
| NHES 7: Students will<br><br>demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks<br><br>7.2.2 Demonstrate behaviors that avoid or reduce health risks.<br>Casel Competencies:<br>Self-Management<br>Responsible Decision making | - Ways to cope with getting questions wrong in a quiz game | - How do we reach an answer when there are multiple options |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>- The role of the heart and blood in our bodies<br>- The difference between Veins and arteries<br>- Different ways to keep our hearts healthy<br>- The process of how the lungs work<br>- Safe practices when playing with others<br>- Different ways to protect the environment<br>- When to reduce, reuse and recycle<br>- The benefits of exercising outside and going for a hike<br>- How to protect themselves from different dangers of the outdoors | *Students will be skilled at…*<br><br>- Making healthy lungs and heart decisions<br>- Locating their pulse to identify heart rate<br>- Labels parts of the lungs<br>- Being safe when playing with others<br>- Protecting themselves<br>- Using creativity to design and imaginative playground<br>- Putting eco-friendly practices to use in real life<br>- Self-regulating emotions when getting a question wrong |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| M,A<br><br>T,A<br><br>T, M<br><br>T A<br><br>T A<br><br>T A<br><br>T A<br><br><br>T A | - Students will create detailed pictures of 4 different heart healthy activities<br>- Teacher will guide students in correctly labeling different parts of the respiratory system in a simple diagram<br>- Students will creatively designing an imaginative playground<br>- Students will efficiently sort waste during a game of recycle roundup<br>- Students will accurately identify ways to reduce, reuse or recycle<br>- Teacher will assist students in making hikers/adventurers with precautions against different dangers of nature<br>- Students will answer questions in a review “kahoot” game which students will be able to see their scores | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br>- Making a diagram showing 4 different heart healthy activities<br>- Answering questions in a “Brainpop jr” quiz about the heart and lungs<br>- Correctly labeling the parts of the lungs in a diagram<br>- Being able to list benefits of exercise<br>- Making a pretend playground<br>- Sorting examples of waste in the “recycle roundup game”<br>- Making a detailed hiker that includes different safety precautions<br>- Answering questions in a “kahoot” quiz game |
| | | Other Evidence:<br>- Sharing work with the classes<br>- Using whiteboards to answer questions<br>- Answering quizzes as a class to help facilitate feedback<br>- Different coloring pages to help enhance the lesson<br>- Group discussions |

Stage 3

| Code | *Pre-Assessment* |
|---|---|
| T M A | - Group and Peer discussions<br>- Listing already known information about the lesson of the day<br>- Connecting the content of the lesson to real world applications |

| | | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…*<br><br>- Teacher will lead students in different exercises<br>- Students will be able to locate one's pulse<br>- Students will Identify different heart healthy activities<br>- Students willl Identify different lung healthy activities<br>- Teacher will put answers and ideas on the board<br>- Students will recall the roles of the heart and the lungs<br>- Teacher will provide examples of playground/park ideas<br>- Students will be making an imaginative playground<br>- Teacher will ask students questions about their work<br>- Teacher will continuously connect information discussed in class to real life scenarios<br>- Students will Identify ways to reduce, reuse and recycle<br>- Teacher will help students Recognize the dangers and benefits of being outside<br><br><u>Resources:</u><br><br>Safer, Smarter Kids!<br>Brainpop Jr.<br>Kahoot.com<br>Brainfacts.org<br>myplate.gov<br>The Busy Body Book<br>Natgeo Kids | Progress Monitoring<br><br>Teacher will Check for understanding before students start an assignment<br><br>Teacher will facilitate group and Peer discussions<br><br>Teacher will give Forms and Quizzes to review<br><br>Teacher will see if students can provide examples of different movement patterns<br><br>Teacher will use quick checks to gauge student progress<br><br>Teacher will provide group and Individual feedback<br><br>Teacher will use trivia games to assess students knowledge |
| M A<br>M A<br>M A<br>M A<br>M A<br>M A | | |

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# Grade 3 Health

(Revised December 2023)

Do Not Distribute Not BOE Approved

**New Milford Board of Education**

Wendy Faulenbach, Chairperson

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Tammy McInerney, Secretary

Sarah Herring, Assistant Secretary

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**Author of Course Guide**

Mariann Schirizzo

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**Health Education Grade 3**

Third grade health will provide students the opportunity to explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. Students will learn the importance of healthy communication as a means of self advocating as well as advocating for others in need. The course is broken into two large units. The first unit addresses the social and emotional aspect of wellness and the second focuses on physical health and self-management. Unit 1 topics include personal safety relating to in-person relationships, the relationship with self and online-only friends; decision making; conflict resolution (including bullying). Unit 2 topics include disease prevention and allergy care; respiratory health; the importance of physical activity in our everyday life;nutrition and food safety; and environmental health and awareness.

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**Pacing Guide**

Each class currently meets once every 6 days for 30 minutes, and students will receive approximately 30 sessions during the school year. A suggested progression is outlined below.

| Session # | Unit # | Lesson Title |
|---|---|---|
| 1-3 | 1 | Decision Making for Personal Safety |
| 4-6 | 1 | Relationship Management |
| 7-9 | 1 | Self Esteem |
| 10-12 | 1 | Self Advocacy / Conflict Resolution |
| 13-15 | 1 | Cyber Safety |
| 16-18 | 2 | Disease Prevention |
| 19-21 | 2 | Respiratory System |
| 22-24 | 2 | Drug Abuse Prevention - Smoking |
| 25-27 | 2 | Nutrition |
| 28-30 | 2 | Environmental Health |

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## Stage 1 Desired Results

ESTABLISHED GOALS

**National Health Education Standards:**

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**SEL Competencies**

**Self-Awareness:** The ability to accurately recognize one's own emotions, thoughts, and values.

### *Transfer*

*Students will be able to independently use their learning to…*

- Live a healthy life by making safe choices and decisions regarding relationship management, self esteem, decision making; self-advocacy and advocating for others, and cyber safety.
- Participate in safe activities that promote wellness throughout life.

### *Meaning*

UNDERSTANDINGS
*Students will understand that…*

- We all deserve to be respected, feel safe and comfortable in all our relationships in person and online.
- In order to have healthy relationships with others, we must first have a healthy self-esteem.
- Communicating our feelings and asking for help when needed is important to our social, emotional and physical wellbeing.
- Students' bodies are their own and they always have a right to say no to ANY situation or person that makes them feel uncomfortable.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- How can we identify our relationships in person and online as healthy or unhealthy?
- What are characteristics of positive and low self esteem?
- What are skills we can learn to keep safe and healthy around grown ups and peers?
- What is a trusted adult, and who are trusted adults in my life?
- Who could I go to for support when I need help?

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| **Self-Management:** The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.<br><br>**Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.<br><br>**Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.<br><br>**CT Sexual Health Education Standards**<br><br>**Standard 1 -** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.<br><br>**Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.<br><br>**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health | ● Assertive communication is essential when advocating for yourself or others. | ● What skills are needed in order to assert oneself? |
| | ***Acquisition*** | |
| | ***Students will know…*** | ***Students will be skilled at…*** |
| | ● When to seek help during the decision making process.<br><br>● School rules make the classroom, school and community safer.<br><br>● A healthy self esteem is important to a healthy you.<br><br>● Influences that may affect self esteem in both a positive and negative way.<br><br>● Personal information that should never be shared online.<br><br>● cybersafety navigation.<br><br>● Everyone deserves to feel respected, and safe. | ● Identifying trusted adults and professionals who can help with health related decisions.<br><br>● Demonstrating healthy ways to express needs, wants, feelings, as well as listening skills to enhance health.<br><br>● Demonstrating ways to respond to unwanted, threatening, or dangerous situations.<br><br>● Articulating influences of both positive and low self esteem.<br><br>● Recognizing safe and unsafe online situations.<br><br>● Demonstrating how to stay safe when exploring the internet and communicating online.<br><br>● Demonstrating 5 steps to being a super upstander for themselves and others. |

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| risks and contribute to sexual health.<br><br>CCSS.ELA-LITERACY.SL.3.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.<br><br>CCSS.ELA-LITERACY.SL.3.4<br>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | |

| Stage 2 – Evidence | | |
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| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…* |
| T<br>M<br>M | • Visual assessment<br>• Students may share their representation with their peers<br>• Teacher will provide feedback | • **Goal**: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support.<br>**Role**: Developers<br>**Audience**: Teacher/peers<br>**Situation**: Classroom<br>**Products**: Visual collage<br>**Success:** Completion of the **"trust triangle**" with at least one grown -up that is not a family member. |
| T<br>M<br>M | • Visual assessment<br>• Students may share their representation with their peers<br>• Teacher will provide feedback | • **Goal:** Students will design an artistic representation depicting all of their positive self traits and positive self- Talk examples in their **Self Esteem book.**<br>***Role:*** Developers<br>***Audience:*** Teacher and peers<br>***Situation:*** Classroom<br>***Product:*** Visual art project<br>***Success:*** A complete Self Esteem book including at least 10 positive self traits and 3 positive self talk phrases. |
| T<br>A<br>M | • Teacher will provide immediate feedback in a whole group setting<br>• Students may engage in whole group discussion as questions arise<br>• Students will earn their Cyber Safety Permit upon completion of the unit. | • **Goal:** successfully answer "Talking Safely Online" questions **summative assessment**<br>***Role:*** Developer<br>***Audience:*** Teacher<br>***Situation:*** Classroom<br>***Product:*** Completed multiple choice questions<br>***Success:*** Get at least 4 out of 5 correct |

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| | ● Teacher will facilitate acting to keep the focus and engagement of all students. | ● **Goal**/challenge - Role play **how to stand up to a bully**<br>**Role** for student - Student will take on the role of bully target.<br>**Audience** for student work - peers<br>**Situation** - Age-appropriate bullying situation seen in elementary school venues (bus, recess, park, home, classroom, cafeteria)<br>**Products** and performances - students will perform a skit for peers<br>**Standards**/criteria for judging success - Students must demonstrate and **use 4 steps of conflict resolution, plus 1 additional step for managing a bully.** |
| T, M<br><br>M<br><br>A, T | ● Teacher may use dry erase boards for immediate responses from 100% of the class.<br><br>● Teacher will provide the cyber contract<br><br>● Teacher will provide the comic strip from BrainPopJr.com | **OTHER EVIDENCE:**<br>*Students will show they have achieved Stage 1 goals by…*<br><br>**Exit Slips** (Formative assessment):<br>● How can our feelings affect our behaviors?<br>● Why can it be helpful to ask for help?<br>● Who are some people you can ask/go to for help?<br><br>**Cyber Use contract** signed by all students<br><br>Moby **Comic Strip** using words and pictures that demonstrate how to handle a bullying situation. |

| Stage 3 – Learning Plan | |
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| **Code** | ***Pre-Assessment*** |
| **A, M** | Students will have successfully completed the first 6 lessons from the Safer, Smarter Kids curriculum in K-2, as evidenced by a brief matching activity on day one. |
| **A, M** | When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic. |

| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
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| | **Personal Safety *(We Care and SSK Curriculum)*:** | |
| M, A | ● Students will create a **Safe Space** Hand Contract as we establish classroom expectations. | ● Teacher will facilitate whole group discussion. |
| T | ● Students will watch a video to help recall prior knowledge of 6 safety tools. | ● Teacher will monitor participation and student engagement |
| A | ● Students will complete a matching activity to reinforce the **6 safety tools.**<br>● Students will use their “safety goggles” to spy unsafe situations in the schoolyard. | ● Teacher will provide feedback to ensure lesson-focused and respectful communication between students. |
| M | ● Students will view a video and be challenged to recall 3 requirements of a **“grown up buddy”**. | |
| A, T | ● Students will work in small groups; read a situation and determine if grown up help is needed; why and how can the grown up help; present findings to peers.<br>● Teacher will record expectations onto paper as students discuss openly. | ● Teacher will facilitate practice sessions. |
| | ● Teacher will provide SSK video and visual aid on the wall. | ● Teacher will monitor online comments. |
| | ● Teacher will provide SSK “schoolyard” on interactive SmartBoard | |
| | ● Teacher will provide the SSK video and facilitate discussion; writing students' responses on the board. | |
| | **Relationships:** | |
| A | ● Students will brainstorm types of relationships. | |
| M, A | ● Students will sort relationship behaviors into safe or unsafe categories. | |
| | ● Students will listen to a read-aloud of “Stand Tall Molly Lou Melon” or other related title to better understand the concept of **self-esteem.** | |

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| M | ● Students analyze the main character in small groups by assigning character traits that best describe Molly. | |
| M | ● Students will brainstorm strategies for improving or maintaining a healthy self-esteem and practice using them.<br>● Teacher will provide place cards and behavior cards; guide whole group conversation<br>● Teacher reads the story and uses guiding questions to help students define self-esteem.<br>● Teacher will provide students with a list of character traits from which to choose.<br>● | |
| A, T<br>M, A<br>A, T | **Cyber-Safety:** ***(Safer Smarter Kids Curriculum)***<br>● Students will view **SSK** video and recall 4 rules for the Cyber Highway. (or related video).<br>● Students will practice applying these rules with given scenarios.<br>● Students will sign a contract promising to abide by the 4 **Cyber Highway Rules**<br>● Students will create their personal **cyber safety learners permit.**<br>● Teacher will provide video and write rules on the Smartboard as students recall them.<br>● Teacher provides the scenarios.<br>● Teacher will email the Cyber Highway Contract to families via the Parent Portal in advance in an effort to include and engage families in this important safety skill. | |

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| | **Conflict Resolution:** | |
| A | ● Students will participate in an online **interactive** HealthTeacher.com presentation (or similar content). | |
| M | ● Students will practice using the **4 steps** to being a super upstander. | |
| M, A | ● Students will watch a **video** demonstrating the steps to conflict resolution (Brainpopjr.com or similar video). | |
| T | ● Class is divided into 4 groups and must **act out** given situations demonstrating assertive communication. | |
| | ● Teacher will provide the contracts and other class supplies; review the meaning of a contract and assist students with cursive writing skills. | |
| | ● Teacher will provide access to interactive program and facilitate student participation. | |
| | **Supplemental Self-Guided Remote Learning Activities:** | |
| A | ● **Healthy Relationships -** "Friendship Soup" Students access lesson from Google Classroom and are invited to launch a Pear Deck interactive lesson, follow prompts to view a video, respond to open ended questions, and draw a picture of their understanding. | |
| T | ● **Self Esteem -** Students visit a website to listen to or read an article and then engage in an online self assessment. | |
| A,T | ● **Decision Making** - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.<br>● Teacher will cue video and answer questions. | |
| | ● Teacher provides situations and feedback to aid students as they practice being assertive. | |

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| | ● Teacher prepares the pear deck add-on in a google slide presentation using elements taken from “The NedShow Lesson - Friendship Soup” or similar source content.<br><br>● Teacher provides the links to Kidshealth.org site or similar.<br><br>● Teacher provides the scenario with guiding thoughts presented in a google slide presentation. | |

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**Unit 1 Recommended Resources**

Resources:
All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

**Books:**

- **Stand Tall Mary Lou Melon**
- **I'm Gonna Like Me - Letting off a Little Self-Esteem**
- **Healthy Relationships Project: We Care Elementary Program Third Edition**
- **Exploring Emotions - A Mindfulness Guide to Understanding Feelings by Paul Christelis**

**Videos:**

- **Safer Smarter Kids - Trust Triangle Video**
- **Safer Smarter Kids - Tool belt Review Video**
- **Friendship Soup**
- **Safer Smarter Kids - CyberSafety Video**
- **BrainPopjr.com**
  - **Friends**
  - **Conflict Resolution**
- **Health for Children Video Series (NMPS owns this video collection and is located in the SNIS health classroom)**
  - **Stay Safe: Cyberspace**
  - **Decisions and Conflicts**

**Grade 3 Health** **Unit 2 - Physical Well-being**

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| ESTABLISHED GOALS<br><br>**National Health Education Standards:**<br><br>**Standard 1:** Students will | ***Transfer*** |

comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 4**: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

**Standard 6**: Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 8**: Students will demonstrate the ability to advocate for personal, family and community health.

**Standard 14**: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

CCSS.ELA-Literacy.RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CCSS.ELA-Literacy.RI.3.7
Use information gained from

*Students will be able to independently use their learning to…*

- Live a healthy life by making safe choices and decisions regarding disease prevention, healthy eating and food safety; drug abuse prevention and the dangers of smoking; physical activity and respiratory health; and environmental health.
- Participate in activities that promote wellness throughout life.

***Meaning***

| **UNDERSTANDINGS**<br>***Students will understand that…*** | **ESSENTIAL QUESTIONS**<br>***Students will keep considering…*** |
|---|---|
| • The human body has many natural ways to protect us from germs, but we still have to make safe choices to prevent many diseases. | • What are some healthy choices we can make to stay healthy?<br>• Which influences impact my healthy behaviors and decisions? |
| • The function of the immune system . | |
| • Pathogens can hide in our foods if we do not handle and store foods safely. | • What behaviors can I practice to help in disease prevention? |
| • The respiratory and circulatory systems are interdependent on one another. | • How will cardiovascular activities impact my respiratory and circulatory systems? |
| • Choosing foods from all five foods groups everyday will keep us healthy | • How can eating foods from all 5 food groups improve my health? |
| • Humans have the greatest impact on the environment than any other animal in the world, and therefore have a duty and responsibility to care for it. | • How can I make responsible decisions to keep myself and the environment healthy? |

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| illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br><br>CCSS.ELA-Literacy.W.3.8<br>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.<br><br>CCSS.ELA-Literacy.SL.3.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. | ***AcquisitionSHould*** | |
| | ***Students will know…*** | ***Students will be skilled at…*** |
| | • The human body naturally defends itself against pathogens - skin,mucus, cilia, ear wax, stomach acid and immune system.<br><br>• Allergies are connected to the function of the immune system.<br><br>• There are many common food allergens.<br><br>• Anaphylaxis is a life threatening condition and requires an immediate response.<br><br>• The human respiratory process works together with the circulatory system to keep the body healthy.<br><br>• There are both healthy and unhealthy life choices and activities that will negatively affect the respiratory and circulatory systems.<br><br>• Eating foods found on Myplate will help to improve our overall wellness.<br><br>• There are several ways to keep food safe from pathogens.<br><br>• Reducing waste production at home and at school is important for a healthy environment. | • Identifying and finding potentially dangerous foods for people who suffer from food allergies by reading food ingredient labels/lists.<br><br>• Handling an anaphylaxis emergency.<br><br>• Finding their own pulse.<br><br>• Evaluating their own personal exercise response and adjusting their level of activity to meet their personal health goals. (I.E. move faster or work harder in order to elevate heart rate and breathing)<br><br>• Demonstrating healthy decision making as it relates to smoking and chewing tobacco products.<br><br>• Practicing food safety procedures and proper food storage techniques.<br><br>• Choosing healthy snack foods for school and at home.<br><br>• Practicing and encouraging others to reduce, reuse and recycle everyday items in an effort to reduce the amount of waste and pollution humans currently produce.<br><br>• Writing a persuasive slogan to inspire others to improve their health habits. |

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| | ● The effect smoking has on the Respiratory system. | |

| Stage 2 – Evidence | | |
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| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| | | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…* |
| T, A | ● A successful student (detective) will be able to make safe food choices for peers with certain food allergies. | **Food Allergies:**<br>**Goal/challenge** - **Ingredient List Detectives**<br>**Role** for student - Detective<br>**Audience** - peers<br>**Situation** - Investigating food Ingredient labels and packages<br>**Products** and performances - Detectives will be given food labels and ingredient lists and they must search and find all common allergens.<br>**Standards**/criteria for judging success - Successful completion of this task will demonstrate that students can identify common food allergens and demonstrate they know where to look for them on a food package/label. |
| M, A<br><br>T,A | ● Greeting cards must be neat; contain at least 2 negative consequences of smoking; proper use of content specific vocabulary; artwork must show detail. | **Respiratory Topic:**<br>**Goal**/challenge - Students will **create a greeting card** with a persuasive slogan and message to a loved one **to help them quit smoking**<br>**Role** for student - Author<br>**Audience** for student work - a loved one<br>**Situation** - Recall ways smoking can negatively impact our health<br>**Products** - Student will create the card and persuasive slogan and message<br>**Standards**/criteria for judging success - Persuasive slogan and message must contain at least 2 negative consequences of smoking and at least one positive impact of quitting |
| T, A | ● Impact should be engaging for the observer; content should be accurate; neat writing and artwork should be present. | **<u>Nutrition</u>:**<br>**Goal/challenge** - Students will create a food vending machine that only provides snacks from each of the 5 food groups. To fill the vending machine students will learn how to navigate a food circular and make healthy choices |

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| T,A<br><br><br><br>T,M,A | ● PSA should be clearly written, original and persuasive; artwork should clearly support the slogan; writing should be neat with minimal spelling errors. | **Role for student** - artist/creator<br>**Audience for student work** - peers throughout the school<br>**Situation** - SWBAT successfully navigate a food circular and identify appropriate foods<br>**Products and performances generated by studen**t - Students will create a vending machine filled with healthy choice snacks from each food group<br>**Standards/criteria for judging success** - Vending machines must include 5 rows of foods with at least 4 food choices in each row.<br><br>**<u>Environmental Health:</u>**<br>**Goal/challenge** - Advocate for our environment<br>**Role for student** - Become a Slogan author and clothing designer<br>**Audience** - Peers<br>**Situation** - Art Project<br>**Products and performances** - students will generate a PSA slogan that supports the 3 R's - Reduce, Reuse, Recycle in an effort to reduce the amount of trash people produce.<br>**Standards/criteria for judging success**- Final product must include an original persuasive slogan and supporting artwork on the front of a T-Shirt template. |
| M, A<br><br>M<br><br>M, A | ● clear and proper use of content specific vocabulary<br><br>● writing should be neat and chart organized and easy to read<br><br>● Paper diaphragm should moved up and down freely depicting airflow through the human body | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>**Respiratory:**<br>● exit slip - explaining how the diaphragm allows breathing to happen<br><br>● T-Chart and diagram labeling<br><br>● Art project - cut and paste activity when successfully completed demonstrates how the respiratory works |

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| T, A | ● Each class poster must be neat; colorful; correct foods drawn in appropriate sections of myplate; responses added to the poster must agreed upon as a group and approved by the teacher<br><br>● 4 steps to food safety should be clearly identified.<br><br>● Students must recall specific details relating to the 4 food safety steps as well as how to be safe with leftover foods. | **Nutrition:**<br>● **MyPlate Class poster -** Each group will represent a different food group and must complete a unique task (word search, word scramble, fill-in/word bank; crossword) Once task is complete, they will read their completed work to find the best answer to the EQ "Why is it important to eat from all 5 food groups?". The finished product will be a class MyPlate poster. In each section we will find important health benefits of eating foods from each food group as well as illustrations of food examples.<br><br>● Food safety Do now review (Nourishinteractive or similar source)<br><br>● "***How safe are you in the kitchen*" Game Show** using Smartboard Spinning wheel with 7 categories listed. T will ask a question related to each category. students can answer or poll the audience for assistance. |

| Stage 3 – Learning Plan | | |
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| **Code** | ***Pre-Assessment*** | |
| M, A<br>M, A<br>M, A | ● To assess what students recall about germs and nutrition, they will complete a small group activity<br>● Whole group discussion will allow me to identify what students know about the respiratory system<br>● KWL charts will allow students the opportunity to share prior knowledge about exercise, the dangers of smoking and environmental health. | |
| | **Summary of Key Learning Events and Instruction**<br>*Student success at transfer meaning and acquisition depends on…* | **Progress Monitoring** |
| M, A | **Disease Prevention:**<br>● Hear a read aloud of the book ***Body Battles*** (or other related text) | ● Teacher will monitor student responses. |
| T, A | ● Students will use context clues and details from the story to recall 6 ways the human body defends itself from pathogen invaders. | ● Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections. |
| T ,M, A | ● Students will explore what happens to the immune system when certain allergens are present, using “Suzie Symptoms” by Kyle Dine or other related materials. | |
| T, A | ● Students will practice identifying common allergens by connecting the written word to its image and then they will practice finding them in actual food ingredient labels. | ● Teacher will facilitate student self-guided experiments. |
| | ● After watching a Youtube video on a respiratory emergency involving anaphylaxis students will recall what to do if someone experiences an allergy emergency. | ● Teacher will practice proximity control as students move about the room. |
| | ● Teacher will read the story or find an audiobook and T will provide a fun activity for students to complete that will reveal the 6 ways the human body defends itself from germs. | ● Teacher will monitor Turn and Talk. |
| | ● Teacher will use Smart Board and guide students in a whole group setting discussion. | |

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| | ● Teacher will provide video and emergency situations.<br><br>● Teacher will keep track of answers on a master T-chart.<br><br>● Teacher will provide slide presentation ahead of time and post to google classroom; videos and read aloud can be chosen from Youtube or Safe Youtube.com, as it relates to the SNIS Breast Cancer Awareness Campaign.<br><br>**Respiratory System:** | |
| T, A | ● Students will listen to a podcast and recall the parts and function of the respiratory system. | |
| M, A | ● Students will construct a paper representation of the Respiratory System demonstrating how the diaphragm aids breathing. | |
| M, A | ● Students will work with a partner to complete a T-Chart exploring what is good and bad for the lungs.<br><br>● Teacher will provide access to the Podcast or similar source and guide discussion.<br><br>● Teacher will provide an exemplar of the finished product and provide step by step instructions.<br><br>● Teacher will cue the video and pause for Q&A as needed.<br><br>● Teacher will provide one on one guidance to find heart rate and provide a class size chart to help interpret the numbers.<br><br>● Teacher will use SmartBoard presentation to guide discussions and ask guiding questions as conclusions are drawn.<br><br>● Teacher will cue the video and ask guiding questions to ensure comprehension of key points.<br><br>● Teacher will provide the incomplete story and word bank. | |

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| | ● Teacher will provide the scenarios and facilitate whole group discussion as groups present their situations and opinions. | |
| | **Physical Activity -** | |
| M, A | ● Students will watch a brainpop video to answer the question why exercise is good for me? | |
| M | ● After learning how to take a pulse, students will perform an experiment to find out how the body responds to varying levels of exercise difficulty. They will draw conclusions to help them identify the appropriate level of difficulty that | |
| T, M, A | will help to improve one's health. | |
| | **Dangers of Smoking:** | |
| M, A | ● Students will view a BrainPopJr video (or similar video) and discuss dangers of smoking with peers in a turn and talk. | |
| M, A | ● Students will complete a story that is missing key words - a word bank will be provided to differentiate the activity. | |
| T, M, A | ● Practice decision making skills using real-world, age appropriate scenarios. | |
| M, A | ● Students will conduct an experiment with small straws to experience how it feels to breathe with sick lungs damaged by smoking. | |
| | ● Teacher will cue up Brainpop Jr. or similar sources and provide straws and any other materials necessary. | |
| | **Nutrition:** | |
| M | ● Students will engage in an online interactive presentation (healthteacher.com or similar source), which will review the major concepts of 5 food groups and benefits of eating a variety of foods from all groups | |
| M | ● Students will read and interpret a chart to answer questions related to the purpose, use in the body and food sources for each of the 5 food groups. | |
| T | ● Students will self-reflect and evaluate personal eating habits in order to establish one healthy eating goal. | |

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| T, A | ● Students will watch a video about food safety and complete the comprehension activity to reveal 4 tips to food safety. (brainpop or similar video) | |
| T, A | ● Students will practice decision making skills as it relates to healthy choices, food safety and potential food allergens in small groups with “What would you do?” situations.<br>● T will cue interactive presentation and choose participants.<br>● T will provide the chart and questions.<br>● T will provide the reflection and healthy eating goal sheet.<br>● T will provide the situations. (Learning ZoneXpress flashcards or similar source) | |
| | **Environmental Health:** | |
| M | ● Students will listen to a read aloud of ***The Lorax, Michael Recycle Meets Litterbug Doug***, or other similar text. | |
| M, A | ● Evaluate the shopping lists of two different families and decide which list is kinder to the environment. Students will explain their findings, and rework the list that needs improvements. | |
| M, A | ● Students will view a brief video from Health for Children (Schlessinger Media DVD Collection) or other related title. | |
| T, A | ● Students will listen to the definition of a slogan and then look through different magazines to find slogans used in advertising. Students will generate an original slogan in an attempt to persuade others to help the environment.<br>● T will use Smartboard presentations and provide video for viewing.<br>● Teacher will provide the magazines and art supplies. | |

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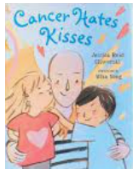
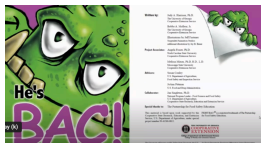
| | **Supplemental Self-Guided Remote Learning Activities:**<br>● **Disease Prevention -** Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying risk factors and their relationship to healthy decision making. | |

**Unit 2 Recommended Resources:**

Resources:
All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.
**Books:**

- The Lorax by Dr. Seuss
- Michael Recycle Meets Litterbug Doug by Ellie Bethel
- **Body battles** by Rita Golden Gelman
- Cancer Hates Kisses byJessica Sliwerski 

- He's Bac! Bacteria 


**Videos:**

- BrainPopjr.com
  - **Smoking**
  - **Food Safety**
- Anaphylaxis
- **Health for Children Video Series:**
  - **Personal Health - Physical Activity**
  - **Nutrition**
  - **Environmental Health**

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# Grade 4 Health

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## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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# Health Education Grade 4

Fourth grade health vertically aligns with the third grade curriculum and will provide students the opportunity to further explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. The course is broken into two units of study. The first unit addresses the social and emotional aspect of wellness and includes the following topics - Self-Advocacy; Recognizing and Responding to Emotions; Communication Skills. The second unit focuses on physical well-being and self-management. Topics include Communicable Disease Prevention; Drug Abuse Prevention and Refusal Skills; Sleep Hygiene; Nutrition and Injury Prevention; an introduction to Media Literacy.

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## Pacing Guide

Each class currently meets once every 6 days, and will receive approximately 30 sessions during the school year. A suggested progression is outlined below.

| Session # | Unit # | Lesson Title |
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| 1-3 | 1 | Self - Advocacy: Creating a Web of Support |
| 4-6 | 1 | Recognizing and Responding to Feelings |
| 7-9 | 1 | Body Language and Mixed Messages |
| 10-13 | 2 | Disease Prevention |
| 14-17 | 2 | Drug Abuse Prevention and Refusal skills |
| 18-21 | 2 | Nutrition |
| 22-25 | 2 | Media Literacy |
| 26-28 | 2 | Sleep Hygiene |
| 29-30 | 2 | Injury Prevention - Tick-borne Illness |

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## Stage 1 Desired Results

ESTABLISHED GOALS

**National Health Education Standards**

**Standard 3**: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

**Standard 5**: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 6**: Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 8**: Students will demonstrate the ability to advocate for personal, family and community health.

**SEL Competencies**

**Self-Awareness:** The ability to accurately recognize one's own emotions, thoughts, and values.

### *Transfer*

*Students will be able to independently use their learning to…*

- Live a healthy life by making safe choices and decisions regarding self-advocacy, emotional regulation and relationship management..
- Demonstrate behaviors that promote healthy relationships throughout life.

### *Meaning*

**UNDERSTANDINGS**

*Students will understand that…*

- Healthy relationships make us feel comfortable and safe.
- Sometimes we need help with situations that make us feel uncomfortable or unsafe.
- It is important to recognize and express emotions in a healthy way.
- We can feel multiple emotions about the same thing.
- Our physical health can have a direct impact on our emotional well being.
- There are different ways we communicate and send messages to one another.
- Being aware of body language and

**ESSENTIAL QUESTIONS**

*Students will keep considering…*

- What factors in my life affect my emotional and social well-being?
- How does my emotional health influence my relationship with others?
- What can I do to avoid or reduce health risks while expressing my emotions and forming positive relationships?
- What can we do when we do not understand how we feel or how someone is feeling?
- How do my emotions affect my physical well being?
- How can someone express their feelings through their body language?
- What role do our emotions play in our

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| **Self-Management:** The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.<br><br>**Social Awareness:** The ability to take the perspective of and empathize with others; to recognize family, school and community resources and supports.<br><br>**Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.<br><br>**Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.<br><br>**<u>CT Sexual Health Education Standards</u>**<br><br>**Standard 1 -** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.<br><br>**Standard 3:** Students will demonstrate the ability to | potential mixed messages are important for maintaining healthy relationships. | decision making? |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>● Making healthy decisions sometimes requires seeking help with those decisions.<br><br>● Following rules of how to behave make the classroom, school and community safer.<br><br>● Checking in with ourselves regularly will help us know how we are feeling.<br><br>● Our emotions affect our physical well being in different ways.<br><br>● Recognizing our emotions is the first step in healthy emotional regulation. | *Students will be skilled at…*<br><br>● Differentiating between physical feelings and emotional feeling<br><br>● Selecting trusted adults and professionals who can help with health related decisions.<br><br>● Recognizing and expressing their emotions in a healthy way.<br><br>● Recognizing and communicating the physical changes in the body when experiencing strong emotions. |

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| practice health-enhancing behaviors to avoid and reduce sexual health risks.<br><br>**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.<br><br>**Common Core Standards**<br><br>CCSS.ELA-Literacy.RI.4.1<br>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br>CCSS.ELA-Literacy.W.4.4<br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.<br><br>CCSS.ELA-Literacy.SL.4.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. | | |

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| Stage 2 – Evidence | | |
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| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| T, A | Further information:<br><br>***Self Advocating Trust Triangle:***<br><br>● Visual assessment<br><br>● Students may share their representation with their peers<br><br>● Teacher will provide feedback | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>***Self Advocating:***<br><br>**Goal**: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support.<br>**Role**: Developers<br>**Audience**: Teacher/peers<br>**Situation**: Classroom<br>**Products**: Visual collage<br>**Success:** Completion of the **"trust triangle**" with at least one grown -up that is not a family member. |
| T, M, A | **4 Scenarios (or other similar):**<br>● "Tim does not understand his reading assignment"<br>● Sheila is at a sleepover and it is time for bed, but she does not feel comfortable"<br>● Bailey is really sad because his grandmother died over the weekend.<br>● "Stella is playing at the park, when she notices a girl being made fun of by a group of boys. The girl looks like she is about to cry. Stella wants to help. | **(Decision Making)**<br><br>**Goal:** What Would You Do? situations<br>**Role:** Student investigators<br>**Audience:** Peer<br>**Situation:** Students will be given 4 different scenarios they must decide how to best work through.<br>**Products:** Students will be able to recognize situations that require the help of an adult.<br>**Standards:** Students must be able to explain why it could be helpful to seek help; identify who they can ask; provide at least two ways they can ask for help. |

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| | **A rubric will be used to check off each of the three standards listed**:<br>● explain why<br>● Identify who<br>● 2 ways to ask<br><br>**Self-Advocacy**<br>● A template for completing the reflection which includes thought provoking and guiding questions will be provided.<br><br>● Access to emotional support will be offered to any student who feels they need the assistance of a grown up. | **Self-Advocacy**<br><br>**Goal:** Personal Reflection<br>**Role:** Author<br>**Audience:** Teacher<br>**Situation:** Students will write about a situation involving their feelings, and how they will deal with that situation.<br>**Products:** Completed self reflections will consist of 4-5 complete sentences<br>**Standards:** Students use neat and clearly communicated thoughts describing their emotions on any topic of their choice. They must reflect on possible reasons that would explain their feelings and decide whether or not they require the assistance of a grown-up. |
| M, A<br><br>M, A | ● Matching Activity<br><br>● Red = “I do not understand at all and need help.”<br><br>● Yellow = “still have questions.”<br><br>● Green = “I understand and am ready to move ahead.”<br><br>● Self assessment | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>● Students will match the emotion to the typical body part affected by that emotion.<br><br>● exit slips - paper for in-person; and PearDeck addons for remote learners<br><br>● temperature checks using red, yellow, green cards.<br><br>● Students will complete the “Are You a Good communicator” which ranks one’s communication abilities on 10 different points. Students determine their scores independently and leave with specific areas to improve upon. |

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| Stage 3 – Learning Plan | | |
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| **Code** | ***Pre-Assessment***<br>● When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic.<br>● KWL charts will allow students the opportunity to share prior knowledge. | |
| | **Summary of Key Learning Events and Instruction**<br>***Student success at transfer meaning and acquisition depends on…*** | **Progress Monitoring** |
| | **Self-Advocacy** | |
| M, A | ● Each student table will be given a unique discussion question to talk about and then must share ideas with peers. | ● Teacher will facilitate whole group discussion. |
| T, A | ● Students will create a “web of support” by sitting in a circle and sharing with their peers at least two grown ups they trust and can turn to when they need help. | ● Teacher will debrief with open-ended questions in a whole group and small group settings. |
| T, A | ● Students will engage in a whole group discussion about ways we can ask for help. | ● Teacher will track student responses. |
| M | ● Students will participate in a guided imagery session with eyes closed. | |
| | ● In small groups students will work through Why, Who, How for 4 different situations. | ● Teacher will monitor online comments. |
| | ● Teacher will provide each table with the DQ and supplies to track ideas. | ● Teacher will provide feedback and ensure respectful student communication. |
| | ● Teacher will review expectations for small group work and assist students with assigning a reader, scribe and speaker. (DQ’s on page 69 of We Care) | |
| | ● Teacher will debrief as the web grows larger:<br>○ How is our class web changing as more people share?<br>○ Is it getting stronger or weaker? why? | |

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| | ○ Invite one student to stand at the center of the web. How does it feel to be surrounded by this much support?<br>● Teacher will act as the guide by setting the scene and asking open and closed ended questions (see page 75 of "We Care")<br><br>**Recognizing and Responding to Feelings:**<br><br>● Students will view a brief video segment introducing the concept of the mind/body connection<br>● Students will respond to thought provoking questions in small groups.<br><br>● In circle formations students will listen to a short story and talk about how Jake's emotions affected his physical body.<br>M ● Students will write a brief personal reflection in an attempt to identify and describe how they are feeling and summarize why they believe they feel that way.<br>M ● Teacher will provide the video and debrief the idea with guided questions<br>● Teacher will provide questions:<br>○ How do our feelings impact our choices? I.E.'s<br>○ How do our feelings affect how we act? I.E.'s<br>T, A ○ How do our feelings affect how we see ourselves? I.E.'s<br>● Teacher will read "Jake's Story"from "We Care" (or similar story) then ask DQ (page 81 of "We Care")<br><br>● Teacher will provide a Feelings Word Bank.<br><br>**Body Language and Mixed Messages:**<br><br>● Students will engage in a turn and talk to share with a partner what they believe body language looks like.<br><br>● In small groups students will play a game of charades. A volunteer will pick a card and act out a feeling for the class. Each group will observe and circle the feeling they believe the student is acting out.<br>M<br><br>● Students will engage in a turn and talk to share with a partner what they believe mixed messages mean. | |

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| M, A<br><br>T, A<br><br>T, M ,A<br><br>M<br><br>T, A<br><br>T, M, A | ● Students will listen to a scenario read aloud and answer questions related to body language and mixed messages.<br><br>● Students will engage in a whole group discussion about the situation.<br><br>● Teacher will provide cards and charades worksheets or similar worksheets.<br><br>● Teacher will facilitate with debriefing questions, which may include:<br>○ How did you figure out what the actor was feeling?<br>○ What was it like to try to express that feeling without words?<br><br>● Teacher will read the situation and provide each student with related questions.<br><br>**Supplemental Self-Guided Remote Learning Activities:**<br><br>● **Recognizing Feelings -** Students will engage in a self-guided, interactive Pear Deck lesson via the google classroom. They will watch a brief video, read, practice recognizing feelings with 3 scenarios and listen to a story.<br><br>● Teacher will provide the Pear Deck interactive slides in advance. Youtube can be the source for both video and story read aloud.<br><br>● Teacher will provide the 3 scenarios in the slide presentation.<br><br>● **Decision Making** - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.<br>● Teacher provides weekly scenarios (from *Healthy Living Social Scenarios Flashcards* or similar) with guiding thoughts presented in a google slide presentation. | |

## Unit 1 Recommended Resources

Resources:
All Resources and materials must adhere to all  New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

**Books:**

Exploring Emotions:  A Mindfulness Guide to Understanding Feelings by Paul Christelis

Breath by Breath:  A Mindfulness Guide to Feeling Calm by Paul Christelis

**Videos:**

- Health For Children Video Series - Dealing with Feelings
- Safer Smarter Kids Curriculum  - Body Boundaries
- KidSmartz - Tell A Trusted Adult

## Stage 1 Desired Results

ESTABLISHED GOALS

**Standard 3**: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

**Standard 4:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 6**: Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 8**: Advocacy Essential Question: Curricular Outcome: Students will demonstrate the ability to advocate for personal,

### *Transfer*

*Students will be able to independently use their learning to…*

- Live a healthy life by making safe choices and decisions regarding disease prevention, drug abuse prevention and refusal skills; sleep hygiene; nutrition and media literacy; tick-borne illness prevention.
- Participate in safe activities that promote wellness throughout life.

### *Meaning*

UNDERSTANDINGS
*Students will understand that…*

- Pathogens are essential for life on earth, but some can make people very ill.
- Communicable disease is spread from person to person by pathogens.
- Through the practice of good hygiene we can reduce our risk of contracting or spreading communicable disease.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- What can I do to avoid or reduce health risks?
- How do I make good decisions to keep myself healthy?
- How can I prevent communicable diseases?
- How can communication enhance my personal health?

<table>
<tr>
<td rowspan="3">family and community health.<br><br>CCSS.ELA-Literacy.RI.4.2<br>Determine the main idea of a text and explain how it is supported by key details; summarize the text.<br><br>CCSS.ELA-Literacy.W.4.4<br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.<br><br>CCSS.ELA-Literacy.SL.4.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>• Some diseases can be prevented with vaccinations.<br><br>• The only thing that can kill viruses is the human immune system.<br><br>• Cancer is an illness that is NOT caused by a germ.<br><br>• Nicotine is more addictive than any illicit drug.<br><br>• Poor sleep hygiene can negatively affect a student’s social, emotional, physical and academic health.<br><br>• The purpose of advertising is to influence our choices.</td>
<td>• What influences my healthy behaviors and decisions?<br><br>• What prevents people from making healthy food choices?<br>• What are some risk factors in my life that I can control in an effort to reduce my risk of developing cancer?<br><br>• What can I do to promote accurate health information and healthy behaviors?<br><br>• What can I do to protect myself when spending time outdoors?</td>
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<tr>
<td colspan="2">Acquisition</td>
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<td>Students will know…<br><br>• that two of the most common pathogens are bacteria and viruses.<br><br>• the four ways germs can spread from person to person.<br><br>• when they should wash their hands.<br><br>• nicotine is found in both smoking and vaping products.</td>
<td>Students will be skilled at…<br><br>• Recalling at least 4 strategies they can practice to reduce their risk of disease transmission.<br><br>• Washing hands properly.<br><br>• Refusing an offer to smoke or vape.<br><br>• Implementing strategies to practice good sleep hygiene.</td>
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| | ● the consequences of both a good and bad night's sleep.<br><br>● that MyPlate can help them make healthy food choices<br><br>● the anatomy of a typical nutrition facts food label.<br><br>● that our choice of every food, drink, game, clothing...etc is greatly influenced by consumer marketing tactics<br><br>● Some diseases develop inside the body over time.<br><br>● Some diseases are transmitted by the bite of a tick called tick-borne illnesses | ● Recognizing sleep helpers and sleep barriers.<br><br>● Building a healthy meal that is colorful, satisfying and representative of at least 3 food groups.<br><br>● Differentiating between healthy and unhealthy food choices by interpreting food labels.<br><br>● Analyzing and identifying marketing tactics used to entice the consumer.<br><br>● Identify and describe behaviors that can reduce the risk of developing disease over one's lifetime.<br><br>● Practicing strategies that can decrease personal risk of contracting a tick-borne illness. |

| Stage 2 – Evidence | | |
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| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| T, A | **Situation examples:**<br>a. You are home alone with your sibling, who finds an open pack of cigarettes on the counter. She is curious and wants the both of you to try lighting one up.<br>b. You are at a party and a group of friends is passing around a cigarette. As it gets passed to you, everyone's watching to see what you will do.<br>c. You are waiting for the school bus to pick you up when your friend notices a partially lit cigarette on the ground. He wants to smoke it and offers some to you.<br>d. You are in the locker room when you notice a popular kid puts something funny in their mouth. He or she offers you some. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>**Drug Abuse Prevention Refusal skills**<br>**Goal:** Role Play<br>**Role:** Student Actors<br>**Audience:** Peers<br>**Situation:** Students will act out situations<br>**Products:** Students will demonstrate healthy personal boundary interactions.<br>**Standards:** Students use clear and assertive communication either verbally or nonverbally that ensures their safety and comfort. |
| T, A | ● assertive communication cue cards provided along with ongoing student feedback.<br><br>● **Students must:**<br>**a. clearly say "No"**<br>**b. provide a reason that draws from knowledge of drugs**<br>**c. avoid aggressive behavior**<br>**d. demonstrate how to leave the situation (Go).** | |

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| T, M, A | • Clear, neat and coherent writing<br>• Proper use of specific health related vocabulary<br>• Accurate recall of negative consequences of poor sleep habits | **Sleep Hygiene**<br>**Goal:** Personal Reflection<br>**Role:** Author<br>**Audience:** Teacher<br>**Situation:** Students reflect on their current sleep hygiene habits.<br>**Products:** Student must make 1 - 2 changes to improve sleep habits<br>**Standards:** Students are able to describe negative consequences of personal sleep barriers; and clearly communicate how they will implement their 1-2 suggested sleep helpers. |
| T, M, A | • Accurate nutrient comparison clearly identified.<br>• The summary of findings is neat, clearly written and data supported. | **Nutrition**<br>**Goal:** Healthy Food Finders<br>**Role:** Detective<br>**Audience:** Peers<br>**Situation:** Students must analyze, compare two food labels<br>**Products:** Students will collect data, make a choice and explain why their food choice is the healthier option<br>**Standards:** Students will be able to recall which nutrients to limit and which they should get more of. |
| T, M, A | • Accurate risk factor identification<br>• Specific positive behavior examples are identified and described | **Disease Prevention**<br>**Goal:** Disease Risk Behaviors Wheel<br>**Role:** Detective<br>**Audience:** Peers<br>**Situation:** Students must identify and describe each risk factor<br>**Products:** Students will describe and discuss 8 different risk factors<br>**Standards:** Students will be able to differentiate between factors they can control and not control. They will be able to describe example behaviors for risk factors they can control |

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| | ● Rubric will provide marketing tactic word bank from which to choose.<br><br>● Writing should be neat, coherent with use of specific content vocabulary, and persuasive if offering an alternative food. | **Media Literacy**<br>**Goal:** Small groups will collaborate to create original advertisements using marketing tactics learned in class and then Identify the tactics used by other groups.<br>**Role:** Artist and Detective<br>**Audience:** Peers<br>**Situation:** Students must create and analyze consumer advertisements<br>**Products:** Each Group will display their original ads; Students will decide the types of marketing tactics used to try to persuade a consumer to make a purchase.<br>**Standards:** Students will use their knowledge of media literacy to create and analyze student generated work. |
| T | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>● Self-assessment of exposure level to **tick-borne illnesses**<br><br>● Tea Party - students will each have a card with a term, definition or partial strategy on it. As they enter the room they must walk around checking with their peers to find a match to their card. Once all cards are matched, each "couple" shares the fact or strategy with the class. **(Disease Prevention)**<br><br>● Students will differentiate between biased and unbiased media marketing tools. |

| Stage 3 – Learning Plan | | |
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| **Code** | ***Pre-Assessment***<br>● Students will complete a story with missing words using a word bank that will determine prior knowledge about tick-borne illness (from TimeforLyme.org or similar source)<br>● Students are invited to build a healthy meal using paper plates and pictures of various foods laid out on a table. Teacher will look for color, portion and variety of food groups present. | |
| | **Summary of Key Learning Events and Instruction**<br>***Student success at transfer meaning and acquisition depends on…*** | **Progress Monitoring** |
| M | ***Disease Prevention***<br>● Topic Icebreaker - Students play a game called "Guess the Object of the Game" Each student will read the name of a disease and a brief description and then stand by a "Yes" or "No" sign. After 6 diseases have been shared, students may attempt to guess the object of the game. Game continues until the object is revealed. | ● Teacher will monitor student responses. |
| | ● Students will watch a brief video introducing key vocabulary. | ● Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections. |
| M | ● Students will read aloud a non-fiction piece explaining what a human cell is and answering comprehension questions in whole group setting. (A Tower of Living Cells or similar text) | ● Teacher will facilitate student self-guided experiments. |
| M, A | ● Students will take notes during lesson SMartBoard presentation defining 4 key vocabulary words. | ● Teacher will practice proximity control as students move about the room. |
| M, A | ● Students will follow a maze of situations to reveal 4 ways pathogens can spread from person to person. | |
| T, M, A | ● Students will brainstorm strategies they can implement to reduce the spread of communicable disease. | ● Teacher will monitor Turn and Talk. |
| | ● Students will be introduced to the concept of health risk factors as it relates to **Breast Cancer Awareness,** and be able to identify which factors they can control with healthy choices. | ● Teacher will monitor individual student reading time. |

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| | ● Teacher encourages student participation, encouraging everyone to listen to their peers bc clues are hidden in each disease description. Game concludes when someone figures out what “Yes” and “No” mean. (Yes=Contagious No=Non-Contagious)<br><br>● Teacher will add new vocabulary to the classroom word wall as terms are discussed.<br><br>● Teacher will track student responses on the whiteboard and clarify meaning as needed.<br><br>● Teacher will provide a graphic organizer and illustrations on SmartBoard to assist all learners.<br><br>● Teacher challenge students to revisit each correct situation to determine how pathogens traveled from person to person and track responses on the board.<br><br>● Teacher will track responses on the board, generate a word document and hand it out to students to hang in their lockers as a daily reminder.<br><br>● Teacher will read a story; present a brief video and provide a visual of the Risk Factor Wheel during the SNIS annual Breast Cancer Awareness Campaign<br><br>● Teacher will provide slide presentation ahead of time and post to google classroom; videos and read aloud can be chosen from Youtube or https://SafeYoutube.com, as it relates to the SNIS **Breast Cancer Awareness Campaign**. | |

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| | ***Drug Abuse Prevention and Refusal Skills*** | |
| M, A | ● Topic Icebreaker **-** "Addiction Activity" Each student receives a card; not all are the same and some are even blank. Students must stand up when they hear an item on their card is announced. | |
| | ● Students will read together with a small group of peers to reveal the main idea of a Scholastic Article "E-Cigarettes: What You Need to Know" (or a similar text). A scribe will write the main idea on the classroom poster. A reporter will share information with the class. | |
| | ● Students will view a Brainpop video on smoking/vaping. | |
| M, A | ● Students will work in small groups to make healthy decisions based on situations provided using a 4-step decision making model<br>● Students will write original excuses for saying no to drugs and then practice them with classmates. | |
| M | ● Teacher will assist students in making conclusions based on what they observe. Goal - students will be able to conclude that Nicotine is one of the most addictive legal drugs on the market. | |
| M, A | ● T will challenge students to recall at least 2 reasons why vaping is just as dangerous to their health as smoking. | |
| T, M, A | ● T will introduce the 4-step decision making model and provide each student with a personal copy to use during small group work. | |
| M, A | ● Teacher will provide example refusal statements. | |
| | ***Sleep Hygiene*** | |
| M, A | ● Students will read a poem entitled "It was a Dreadful day" (or similar text) and underline all of the bad things (consequences) that happened and discuss why these events occurred. | |
| T, A | ● Students will categorize each consequence as either social, emotional or physical. | |

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| T, M, A | ● Students will view Brainpop video (or similar videos) and verbally recall at least 2 benefits of good sleep during pair and share.<br>● Students will read a non-fiction piece entitled “Sleep Well” (or similar text) and answer related comprehension questions<br>● Teacher will assist students as needed during individual reading time.<br>● Teacher will track events on a large scaled health triangle asking students to identify which area of health was negatively affected by each event.<br>● Teacher will track benefits on a large Chart paper<br>● Teacher will track responses on the WhiteBoard highlighting the physical changes that occur during sleep<br>**Nutrition**<br>● Students will work in small groups to build what they believe to be a healthy meal.<br>● Students will watch a video as an introduction to the anatomy of a nutrition food label.<br>● Students will practice searching out different nutrients on various food labels presented to them in class.<br>● Students will compare similar food item labels to determine the healthier choice.<br>● Teacher will provide laminated foods and paper plates.<br>● Teacher will facilitate a whole group discussion to guide students in their thinking about what is considered “healthy” - portion, color, food groups.<br>● T will show Dr. Smarty or similar video | |
| M<br>M, A<br>T, A<br>T, A | | |

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| | ● T will provide each student with their own nutrient labels to explore.<br><br>**Media Literacy**<br>● Students will complete “Think it Through” to find hidden messages in the cartoon as a primer to marketing techniques. | |
| M, A | ● Students will brainstorm what they know about the terms ***Media, Advertising and Consumer, Bias and Skeptical.*** | |
| | ● Students will watch a BrainPop video “Media Bias”. | |
| | ● Students will look through different ads and attempt to identify the marketing tactic used. | |
| T, A | ● Students will generate their own original ad using one of the marketing tactics covered in class to “sell” a healthy food or other product of their choice. | |
| | ● Teacher will facilitate guided discussion around “Think it Through” to help students discover the hidden message. | |
| | ● Teacher will provide printed examples of ads from various sources including magazines, newspaper, billboard, food packaging, as well as social media and game sites. | |
| | ● Teacher will provide students with art supplies, project planning guides and marketing strategy explanation cards. | |
| | **Tick-Borne Illness**<br>● Students will explore the book “lyme Disease” and other similar titles from our library to introduce the topic. | |
| M, A | ● Students will watch a video to identify 3 myths and 3 facts. | |
| | ● Students will turn and talk to recall at least 3 strategies they can implement to | |

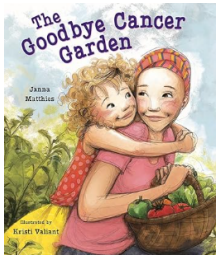
| | | |
|---|---|---|
| A, T<br><br>M, A<br><br><br><br><br>T | protect themselves from tick bites and disease.<br><br>● students are given a picture and must circle all of the possible places ticks may hide.<br><br>● Using Chromebooks, students will research Lyme Disease signs and symptoms.<br><br>● Students will watch a video on the safe removal of a tick.<br><br>● Teacher (T) will provide guiding questions for which students will seek answers from given texts.<br><br>● Teacher will facilitate whole group discussion and ask guiding questions about the video.<br><br>● Teacher will facilitate whole group discussion and track student ideas on the Smartboard.<br><br>● Teacher will provide students with pictures of hidden sources.<br><br>● Teacher will provide students with a list of valid and reliable web sources for research.<br><br>● Teacher will emphasis the importance of having a grown up remove a tick from them or a pet.<br><br>**Supplemental Self-Guided Remote Learning Activities:**<br>● **Disease Prevention -** Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying **risk factors** and their relationship to healthy decision making. | |

## Unit 2 Recommended Resources

Resources:
All Resources and materials must adhere to all  New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

**Books:**

**The Goodbye Cancer Garden** by Janna Matthies




**Lyme Disease** by Silverstein/Nunn

**Videos:**

- Health for Children DVD Video Series:
    - Diseases
- BrainPop -  Addiction and Smoking/Vaping
- Anatomy of a Food Label with Dr. Smarty or Nutrition Fact Labels
- **TickLES** Educational Video - Tick bite Prevention

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# Grade 5 Health

December 2023

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## New Milford Board of Education

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**New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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# Health Education

## Grade 5

Fifth grade health vertically aligns with the third and fourth grade curricula and will allow students the opportunity to further explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically well. The course is broken into two large units. The first unit will focus on social emotional learning where students will gain the knowledge and skills needed to make safe and healthy choices as it pertains to Relationship Management both in person and online, Empathy, and the Zones of Self-Regulation. The second unit will focus on physical wellbeing and self-management. The topics covered include Disease Prevention, Medicine safety, Human Growth and Development, and Nutrition with an emphasis on the importance of leading a healthy and active lifestyle as a citizen in our school and community.

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**Fifth Grade Health Curriculum Pacing Calendar**

- Each class currently meets once every 6 days for 30 minutes.
- Each class receives approximately 30 sessions during the school year.

| Session # | Unit # | Lesson Title |
|---|---|---|
| 1 | | Pre-Assessment |
| 2-4 | 1 | Relationship Management |
| 5-7 | 1 | Empathy |
| 8-10 | 1 | Personal Boundaries |
| 11-13 | 2 | Disease Prevention (+Breast Cancer Awareness Campaign) |
| 14-16 | 2 | HIV Prevention |
| 17 | | Mid Year Review |
| 18-20 | 2 | Human Growth and Development |
| 21-23 | 2 | Medicine Safety |
| 24-26 | 2 | Nutrition |
| 27-29 | 1 | Zones of Regulation |
| 30 | | Post-Assessment |

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## Stage 1 Desired Results

ESTABLISHED GOALS

**Standard 3**: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

**Standard 5**: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 8**: Students will demonstrate the ability to advocate for personal, family and community health.

**CT Sexual Health Education Standards**

**Standard 1 -** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.

### *Transfer*

*Students will be able to independently use their learning to…*

- Live a healthy life by making healthful choices and decisions regarding relationship management, personal boundaries, empathy, digital citizenship and self regulation.
- Participate in activities that promote wellness throughout life.

### *Meaning*

UNDERSTANDINGS
Students will understand that…

- Communicating our feelings is important to our emotional and physical well being.
- Boundaries are the limits we set on how we want others to behave around us.
- We all deserve to be respected, feel safe and comfortable in all our relationships.
- Students' bodies are their own and they have a right to say no to anything that makes them uncomfortable.
- Through empathy we build strong and healthy relationships.
- The importance of regulating our emotions throughout the day will maximize our ability to learn and get along with others.

ESSENTIAL QUESTIONS
Students will keep considering…

- How can using interpersonal communication skills help to avoid or reduce health risks and contribute to social well-being?
- How do we communicate our boundaries to others in a healthy way?
- How can I assess my personal relationships?
- What can I do to promote healthy behaviors in relationships?
- What do healthy interactions with others look like?

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| | Acquisition | |
|---|---|---|
| **Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.<br><br>**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.<br><br>**<u>SEL Competencies</u>**<br><br>**Self-Awareness:** The ability to accurately recognize one's own emotions, thoughts, and values.<br><br>**Self-Management:** The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.<br><br>**Social Awareness:** The ability to take the perspective of and empathize with others; to recognize family, school and community resources and supports.<br><br>**Relationship Skills:** The ability to establish and maintain healthy and | *Students will know…*<br><br>● behaviors for both healthy and unhealthy relationships.<br><br>● concepts of personal boundaries and the ability to recognize them<br><br>● effective communication skills in person as well as online look like.<br><br>● resources for getting help with personal boundaries when needed<br><br>● empathy, a desired character trait, when expressed in appropriate ways is considered compassion in action.<br><br>● emotions expressed in an appropriate manner help to maintain healthy relationships. | *Students will be skilled at…*<br><br>● Recognizing the difference between healthy and unhealthy behaviors in various kinds of relationships.<br><br>● Communicating when a personal boundary has been crossed.<br><br>● Using interpersonal communication skills to avoid or reduce health risks and contribute to social well-being.<br><br>● Accessing available resources to report when a personal boundary is crossed ie. sexual harassment.<br><br>● Recognizing the feelings of others and understanding why this is important to our social well-being.<br><br>● Self-regulation strategies to cope with their emotions and energy levels throughout the day. |

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| rewarding relationships with diverse individuals and groups.<br><br>**Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.<br><br>**<u>CT Sexual Health Education Standards</u>**<br><br>**Standard 1 -** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.<br><br>**Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.<br><br>**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health. | | |

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|---|---|---|
| **CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.<br><br>**CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. | | |

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| Stage 2 – Evidence | | |
|---|---|---|
| **Code** | **Evaluative Criteria** | **Assessment Evidence** |

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| | | |
|---|---|---|
| | | PERFORMANCE TASK(S): |
| T<br><br>M<br><br>M | • Visual assessment<br><br>• Students will share their representation with their peers<br><br>• Peers will provide feedback | **Self Advocacy**<br>**Goal**: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support.<br>**Role**: Developers<br>**Audience:** Teacher/peers<br>**Situation**: Classroom<br>**Products**: Visual collage<br>**Success**: Complete of the “trust triangle” with at least one grown -up that is not a family member |
| T, M<br><br>A<br><br>M<br><br>M | • appropriate setting will be predetermined.<br><br>• Role Play rubric will provide immediate student feedback.<br><br>• Assertive communication cue cards and conversation starters available | **Demonstrating Personal Boundaries and Empathy**<br>**Goal:** Role Play<br>**Role:** Student Actors<br>**Audience:** Peers<br>**Situation:** Students will act out situations<br>**Products:** Students will demonstrate healthy personal boundary interactions and or empathy interactions<br>**Standards:** Students use clear and assertive communication either verbally or nonverbally that ensures their safety and comfort. |
| A<br><br>T, M | • Correct situation sorting<br><br>• Whole group discussion with the sentence stem: “What if?” | **Relationship Management**<br>**Goal**: Sort healthy, unhealthy and abusive relationship behaviors<br>**Role**: Students<br>**Audience**: Teacher/peers<br>**Situation**: Classroom<br>**Products**: A chart with healthy, unhealthy and abusive relationships<br>**Success**: Evidence of reflection will be evident on the chart, students will show the differences between the types of relationships. |

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| A, T, M | • correct zone identification for each scenario<br><br>• able to communicate and support their answers using vocabulary used throughout the unit | **Zones of Regulation**<br>**Goal**: Using a zone map, students will sort situations interpreting them both physically and emotionally.<br>**Role**: A well-rounded human being<br>**Audience**: Community, peers<br>**Situation:** Real world<br>**Products**: Ability to properly and accurately sort situations<br>**Success:** Evidence is shown through students' interpretation of what is the expected physical and emotional response to a given situation. |
| A, T, M | • completed class work packet to use as a resource for the completion of this project<br><br>• able to follow verbal and written instructions to construct the origami project neatly. | **Goal**: Choose 8 tools or strategies to help manage emotions using the zones of regulation<br>**Role**: A student wishing to learn how to self regulate their emotions<br>**Audience**: Community, peers<br>**Situation:** Real world<br>**Products**: An origami art project highlighting students' top 8 strategies for self regulation<br>**Success:** Evidence is shown through a completed project that is neat, clean and clearly communicates real world strategies the student can use independently. |
| | • Whole group verbal assessment | OTHER EVIDENCE:<br><br>• *Worksheets - Red Flag/Green Flag relationship behaviors*<br>• *Exit slips*<br>• *Do-nows* |

Revision

| Stage 3 – Learning Plan | |
|---|---|
| **Code** | ***Pre-Assessment*** |
| A | Students will self-assess using four guiding questions to gauge how their emotional state and energy levels changes in different situations (pg. 51, Frey, Fisher, Smith) |
| M | Whole class will create a KWL chart on what it means to be in a healthy relationship. |
| T | When prompted with an essential question, students will participate in a turn and talk recalling relevant information on the new topic. |

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| | Summary of Key Learning Events and Instruction (Students will) *Student success at transfer meaning and acquisition depends on…* | Progress Monitoring (Teacher will) |
|---|---|---|
| M T<br>T<br>M A<br>T | **Health Relationships**:<br>● Students will explore the Relationship Continuum.<br>● Students, in small groups, will brainstorm healthy characteristics and appropriate behaviors and then create a recipe for a healthy friendship using the behavior and character attributes they discussed earlier.<br>● Students will watch a video and recall 5 unhealthy relationship behaviors.<br>● Students assess unhealthy relationship behaviors and brainstorm ways to change that behavior to a healthy one..<br>● Teacher will lead and monitor participation in group conversation centered around kinds of relationships on the continuum.<br>● Teacher will define/clarify types of relationships to assist with students' ability to differentiate between healthy, unhealthy and abusive relationships behaviors.<br>● Teacher records all healthy relationship behaviors | ● Teacher will monitor student responses.<br>● Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections.<br>● Teacher will facilitate student self-guided experiments.<br>● Teacher will practice proximity control as students move about the room. |
| M<br>A<br>A<br>T, M | **Empathy:**<br>● Students will complete a "What would they feel" activity to introduce the idea of Empathy<br>● Students will watch a video of 4 scenarios to practice how to empathize with people. What it looks like and what it sounds like.<br>● Students will complete a graphic organizer referring to the video shown in the previous lesson.<br>● Students will listen to the read aloud I Am Human: A Book of Empathy by Susan Verde exploring the idea that you create trust, bring healing, and approach others on their levels by using empathy and be able to discuss the | ● Teacher will monitor Turn and Talk.<br>● Teacher will monitor individual student reading time. |

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|---|---|---|
| M A<br><br>T | main ideas presented in the text.<br>● Teacher will facilitate class discussion around the introductory activity<br>● Teacher will show a youtube video depicting 4 real world situations.<br>● Teacher will play and then pause the video, highlighting teachable moments. Teacher will also prompt students to turn and talk throughout the video.<br>● Teacher will monitor completion of the five main ideas on the organizer<br>● Teacher will post the main idea about empathy on the board, then read and pause at various parts of the text to prompt students guiding them back to the main idea of the text<br>**Personal Boundaries:**<br>● Students will be given red, green and yellow cards: depicting examples of personal boundaries and use these to communicate their own personal boundaries.<br>● Students listen to a read-aloud "Lauren's Kingdom" or similar texts.<br>● Students will recall the information from a previous video. They will rewatch the video and identify what steps they should take when a boundary is crossed.<br>● Students will read real world situations and apply the four steps on what to do if a boundary is crossed.<br>● Students will be introduced to sexual harassment prevention vocabulary and practice activities and watch an age appropriate video for visual learners<br>● Teacher will read each scenario to the class, asking them to identify their personal boundary. *(Page 89 of We Care curriculum)*<br>● Teacher will prompt students with questions thinking aloud the kind of boundary and who it's affecting.<br>● Teacher will facilitate a group discussion recording student responses as they're given. | |

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|---|---|---|
| M, A<br><br>T<br><br>A, T<br><br>T | ● Teacher will create and evaluate exit-slip by students and use results to guide future instruction.<br><br>● Teacher will provide student work packets, “hurting or flirting” video, and facilitate discussion and Q&A<br><br>**Zones of Regulation**:<br>● Students will categorize their emotions and energy levels using the zones regulation map<br><br>● Students will participate in an exploration of self and how the zones of regulation correlate with their feelings and energy levels throughout the day.<br><br>● Students will brainstorm strategies they can use when they find themselves outside the “green” zone.<br><br>● Students will complete a personal tool box.<br><br>● Teacher will monitor completion of the open-ended statement. ex. times I might be in the blue zone…<br><br>● Teacher will lead group cooperation and peer feedback along with the completion of a personal tool box.<br><br>**Supplemental Self-Guided Remote Learning Activities:**<br><br>● **Personal Boundaries** - Students will engage in a self-guided, interactive Pear Deck lesson via the google classroom. This lesson includes new content specific vocabulary activities, reading, and skills practice on how to respond when someone crosses your personal boundary.<br><br>● Teacher will provide the word search, vocabulary, fill-in content source, article taken from Kidshealth.org or similar. Pear Deck tools used for the above activities include the dragging, drawing, and text tools<br><br>● **Decision Making** - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel | |

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| | safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.<br><br>• T provides weekly scenarios (from *Healthy Living Social Scenarios Flashcards* or similar) with guiding thoughts presented in a google slide presentation. | |

**Recommended Resources:**

Resources:
All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

**Books**

- I Am Human by Susan Verde

**Videos**

- Health for Children DVD Video Series
  - Dealing with Feelings
- "Social Skill Lesson on Empathy"
- "Hurting or Flirting" Sexual Harassment

Revision

## Stage 1 Desired Results

ESTABLISHED GOALS

**Standard 1**: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.

**Standard 3**: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

**Standard 6**: Students will demonstrate the ability to use decision-making skills to enhance health.

**CCSS.ELA-LITERACY.RI.5.7**
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### *Transfer*

*Students will be able to independently use their learning to…*

- Enhance their personal health using knowledge of disease prevention, nutrition, medicine safety and human growth and development.

### *Meaning*

UNDERSTANDINGS
*Students will understand that…*

- We can reduce our personal risk of contagious and non-contagious illnesses.
- Our personal choices directly impact our risk for disease.
- Nutrition is an essential part of our health and well-being.
- Substance use, misuse and abuse affects many aspects of a person's life.
- There are common trends between genders when exploring the concept of puberty.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- What can I do to avoid and reduce health risks?
- How do I make good decisions to make and keep myself healthy?
- What are important resources for health information?
- What are the potential consequences of medicine misuse and abuse?
- What information is necessary in order to enhance/maintain our reproductive health?

### *Acquisition*

*Students will know…*

- The relationship between contagious and non-contagious illnesses

*Students will be skilled at…*

- Making healthy choices to reduce their risk of contracting or developing illness

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| | | |
|---|---|---|
| | • The potential causes of the most chronic non-contagious diseases<br>• Effective nutritional habits to maintain a healthy lifestyle<br>• A diet made up of a variety of different foods will aid in maintaining good health.<br>• Food labels provide important information to the consumer to aid making healthy food choices<br>• The importance of knowing how to read medicine labels .<br>• The anatomy of the reproductive system and expected physical, social and emotional changes one expects during puberty. | • Identifying the essential nutrients on food labels<br>• Making healthy food choices<br>• Analyzing food labels and demonstrating the ability to select food to enhance personal health<br>• Evaluating the proper use of common OTC medications<br>• Labeling the parts of the reproductive anatomy and the tracking the path of the zygotes<br>• Describing why and how the human body develops during adolescence |

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| Stage 2 – Evidence | | |
|---|---|---|
| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| A<br><br>T, M<br><br><br><br><br><br><br>T, M<br><br>A | • Students will successfully analyze a pie chart noting the causes of death through communicable and non communicable disease<br><br>• Students will recall healthy choices to avoid disease transmission<br><br><br><br><br><br>• Students will share their meal options with the class and take turns evaluating peer food choices.<br><br>• Students will successfully locate health enhancing information on food labels. | PERFORMANCE TASK(S):<br>Students will show that they really understand evidence of…<br><br>**Disease Prevention**<br>**Goal**: Disease prevention through interpretation by analyzing a pie chart depicting the top 10 causes of death in the United States.<br>**Role:** Interpreter<br>**Audience:** Peers<br>**Situation**: Most current data from CDC will be reviewed by students.<br>**Products**: Completion of pie chart and short answer questions<br>**Success**: They will link everyday actions/choices with the facts presented in the diagram and purpose solutions to reduce risk.<br><br>**Nutrition**<br>**Goal**: Interpret a food label and explain the value of that food choice.<br>**Role**: consumer<br>**Audience**: Classmates/ Community<br>**Situation**: A "Label-tasting" reviewing several food labels and nutritional value.<br>**Products:** Completion of a healthy school lunch menu articulating reasons for healthy choices<br>**Success**: They will gain perspective on how the choices they make impact their overall health. They will then create a one meal menu using the labels to guide their choices.<br><br>**Human Growth and Development**<br>**Goal**: Explore a visual model of the human reproductive system. Role Playing with their classmates both the female and male |

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|---|---|---|
| T<br><br>M | • Student will discuss and simulate the physical and emotional changes that occur during puberty<br>• Students will participate in classroom discussions | components.<br>**Role**: Act out the pathway of a zygote<br>**Audience**: Peers<br>**Situation**: Human reproductive system<br>**Products:** Completion of the proper pathway of the zygote shown through acting<br>**Success**: After verbal feedback students will arrange themselves in the correct order |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br>- *Venn diagram*<br>- *Note-taking graphic organizer*<br>- *Pre and post true/false tests*<br>- *Worksheets*<br>- *Correctly Role Play the parts of the Reproductive System* |

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| Stage 3 – Learning Plan | | |
|---|---|---|
| **Code** | ***Pre-Assessment***<br>● Students will take a quiz assessing their prior knowledge of over the counter and prescription medications.<br>● Students will participate in a think tank about pathogens and how they spread | |
| A M<br>A<br>M<br><br>A T<br>M | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…*<br><br>**Disease:**<br>● Students explore the concept of non-communicable diseases while completing a webquest correlating what a disease is and the potential causes. Ex. Heart Disease- poor diet<br>● Students will share, compare and draw conclusions of their webquest findings with classmates<br>● Students will be introduced to the concept of health risk factors as it relates to Breast Cancer Awareness, and be able to identify which factors they can control with healthy choices. (Oct/Nov)<br>● Teacher will set up the webquest by ensuring all suggested age appropriate websites are active and accessible on student chromebooks<br>● Teacher will facilitate groups and monitor student progress<br>● Teacher will facilitate conversation asking guiding questions<br>● T will read a story; present a brief video and provide a visual of the Risk Factor Wheel during the SNIS annual Breast Cancer Awareness Campaign<br><br>**HIV:**<br>● Students will watch a ***Brainpop video*** or other related video on HIV/AIDS.<br>● Students will do a close read of an article from ***NEWSELA: "What's Actually in Our Blood?" or "How Does the AIDS Virus Destroy the Body's Defenses?"*** or similar article | Progress Monitoring<br>● Teacher will facilitate whole group discussion.<br>● Teacher will monitor participation and student engagement<br>● Teacher will provide feedback to ensure lesson-focused and respectful communication between students.<br>● Teacher will facilitate practice sessions.<br>● Teacher will monitor online comments. |

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| M T<br><br>A<br><br>A M<br><br>A<br><br>T M<br>A | • Students will complete a guided note-taking organizer filling in pertinent information pertaining to HIV<br><br>• Students watch a brief clip from "**Health for Children"** that reintroduces the concept of HIV.<br><br>• Students will circle safe behaviors and crossout risky behaviors<br><br>• Complete a small group discussion with three guiding questions: What it is, How to contract it? and How to prevent it?<br><br>• Teacher will lead a discussion, tracking the HIV pathogen showing how blood is impacted when a person contracts HIV.<br><br>• Monitor completion of note-taking activity<br><br>• Teacher prompts students with guiding questions while the video plays.<br><br>• Teacher will provide the 20 index cards and envelopes with scenarios about contracting HIV; Teacher will keep track of correct and incorrect answers for each team. | |
| T A<br><br>M<br><br>T M<br><br><br><br>A<br><br>A T | **Nutrition:**<br>• Students will describe why a meal is healthy or unhealthy.<br><br>• Students will explore the 6 essential nutrients by walking around the room and visiting 6 different descriptive posters answering: what it is, why we need it and where do I find it.<br><br>• Students will discuss where they will find the 6 essential nutrients on MyPlate.<br><br>• Students will analyze various food labels and drawing on their knowledge of essential nutrients will choose the healthier food.<br><br>• Students will reflect on their own eating habits and make a SMART goal to improve their diet. | |

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| M | • Students will complete a one day meal menu with healthy food choices<br>• Teacher will provide visuals for each meal plate the students will analyze.<br>• Teacher will provide note taking charts and posters spread around the room on various nutrients.<br>• Teacher facilitates discussion with guiding questions.<br>• Teacher will provide various food labels from which the students may analyze their health value.<br>• Teacher will provide students with a self-assessment and review the elements of a SMART goal.. | |
| T M<br><br>M<br><br>A M | **Medicine Safety**:<br>• Students will sort various OTC medicine bottles into correct categories.<br>• Students will view a CDC video, "Medicines in My Home" (or similar title) discussing the importance of reading medicine labels.<br>• Students will identify and label the 7 different sections on an OTC medicine label<br>• Students will go on a "Drug Facts Label" Scavenger Hunt."<br>• Teacher will provide empty containers and placemats for each small group, and ask guiding questions as needed with each group..<br>• Teacher will provide students with a sample medicine label and walk them through each section of the label.<br>• Teacher will provide an assortment of empty medicine containers and scavenger hunt printable to guide students in how to read a medicine label. | |
| M T | **Human Growth and Development**:<br>**Genders are separated during unit<br>• Students will read a letter written by "Chris" describing the life changes he/she is going through. Students will debate and determine the gender of | |

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| A M | "Chris" using the information from the letter.<br>● Students will look at the physical and emotional changes brought on by puberty. Students will discover that changes are common regardless of gender.<br>● Students will watch a video: Health for Children or other related video that summarizes the information about puberty.<br>● Students will examine the anatomy of the reproductive system for each respective gender. They will label the parts and track the path of the zygote<br>● *****Female lesson only:*** Students will track a typical menstruation cycle and review common feminine hygiene products.<br>● Teacher will facilitate a debate while creating a venn diagram with the information recalled.<br>● Teacher will answer age appropriate questions pertaining to changes students are facing during puberty<br>● Teacher will provide several focus questions: ex. What are two changes that occur during puberty? What is the purpose of puberty?<br>● Teacher will guide student discussion and provide a model for students to examine reproduction<br>● Teacher will introduce the concept of menstruation reading aloud to an expert from American Girl series. Teacher will then review hygiene products providing students with examples.<br><br>**Supplemental Self-Guided Remote Learning Activities:**<br>● **Disease Prevention -** Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying **risk factors** and their relationship to healthy decision making.<br>● Teacher will provide slide presentation ahead of time and post to google classroom. | |

Revision

**Recommended Resources**

Resources:
All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

**Books**

- **Cancer Party! By Sara Olsher**

**Videos**

- Health for Children Video Collection (collection is located in the Health classroom)
  - HIV
  - Other Illnesses
- BrianPop - HIV/AIDS
- Medicines in My Home
- Just Around the Corner:  For Boys and For Girls (collection is located in the Health classroom)

Revision

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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

# Introduction to Business

December 2023

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## New Milford Board of Education

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**Author of Course Guide**

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# New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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# Course Title

## Grade Levels

Introduction to Business is a one semester course designed for students on every grade level who are interested in learning fundamental business concepts.The relationships and functions of business, and the consumer in a free enterprise system are examined. Emphasis is placed on discussion of business related current events and their effects in a global world. A variety of instructional practices and assessments will be used to cover topics such as the role of business in our economy, the business cycle, entrepreneurship, business ownership, business management, leadership, marketing and advertising, financial management and accounting, personal finance, information technology, and career planning. Group work, discussions, projects, and simulations will be used to authenticate the learning process. Interest in many areas can be explored further in additional business courses.

## Vision of a Graduate

**Critical Thinking** - Students will engage in critical thinking throughout this course. To think critically**,** students need to be able to analyze information objectively, looking at all sides of an issue to come to a conclusion or a judgment that they can then support. Students will participate in project based learning throughout the semester requiring critical thinking including: evaluating economic choices in different countries around the world, creating a partnership idea between a for-profit and nonprofit organization, and exploring connections between successful entrepreneurs and their personality traits.

**Communication** - Students will learn and practice the art of being an effective communicator. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course as well as present new information. Students will communicate through writing by creating informational and professional slideshows, as well as communicating orally through presentation to their peers.

**Positive Relationships -** Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, we can respect each other's point of view and even have positive relationships with those we don't agree with.

**Growth Mindset -** Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes and possible misconceptions, and explore ideas to expand their thinking.

**Social Awareness** - Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with others, including those from diverse backgrounds, abilities and cultures.

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## Pacing Guide

| | |
|---|---|
| **Unit 1 -** Business and the Economy | Pacing 4 weeks or 10-11 block classes |
| **Unit 2 -** The Changing Face of Business | Pacing 4 weeks or 10-11 block classes |
| **Unit 3 -** Business Ethics, Entrepreneurship and Management | Pacing 4 weeks or 10 -11 block classes |
| **Unit 4** - Marketing and Advertising | Pacing 3 weeks or 10-11 block classes |
| **Unit 5** - Managing Business Finances and Accounting | Pacing 3 weeks or 10-11 block classes |
| **Unit 6** - Career Planning | Pacing 2 weeks or 5-6 block classes |

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Subject/Course: Introduction to Business
Grades 9-12

Unit 1: Business and the Economy

## Stage 1 Desired Results

ESTABLISHED GOALS

**ISTE 3.a -** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

**ISTE 3.d-** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

**ISTE 6.c -** Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

**ISTE 7.b** - Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

### *Transfer*

*Students will be able to independently use their learning to…*

- Understand the history of the US economy to help predict future trends.
- Distinguish between wants and needs of themselves and others and how this drives the economy.
- Identify supply and demand relationships.
- Evaluate different economic structures throughout our world.
- Utilize the economic indicators to determine the state of an economy at any given time.

### *Meaning*

UNDERSTANDINGS
*Students will understand that….*

- What people want and need affects what they will purchase and ultimately the overall economy.
- Individuals have an influence on business and the economy.
- Supply and Demand plays a key role in setting the price of a particular product in the market economy.
- Societies make economic decisions about how to meet the needs of people by answering three basic questions.
- In a free-market economy, price is a function of supply and demand.

ESSENTIAL QUESTIONS
*Students will keep considering…*

- If wants and needs drive the economy what products and services do you think will eventually be obsolete?
- How can your generation influence business and the economy as a whole?
- What factors should be considered when deciding how much you are willing to pay for something you really want?
- If you were to establish your own economy, how would you answer the three basic questions?
- What resources might the United States have limited supply of in the future? Why?

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| | | |
|---|---|---|
| **CCSS.ELA-LITERACY.RST.9-10 .2-** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | ● There are five economic indicators that measure how a country is producing, whether its economy is growing, and how it compares to other countries. | ● Based on all five economic indicators, would you be likely to start your own company now? |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>● A want is something that people desire to have, that they may, or may not, be able to obtain. Needs are something you have to have to survive.<br>● The law of supply and demand is the amount of goods and services that are available for people to buy compared to the amount of goods and services that people want to buy.<br>● The three basic questions that societies use to make economic decisions are: What should be produced, how should it be produced and who should it be produced for.<br>● The five economic indicators are: Gross Domestic Product, Standard of Living, Unemployment Rate, Rate of Inflation and National Debt. | *Students will be skilled at…*<br><br>● Identifying a want verses a need and making connections between societal trends and business decisions.<br>● Examining supply and demand relationships in real world scenarios and how supply and demand affect pricing.<br>● Analyzing business decisions to determine how different companies and cultures make decisions based on the three basic questions.<br>● Identifying the state of an economy by reviewing the economic indicators and making personal and professional decisions accordingly. |

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STAGE 2

| Stage 2 – Evidence | | |
|---|---|---|
| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| A, M, T | Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.<br>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.<br><br>**Impact** -<br>Slideshow - was the task complete - was the required information clearly provided in an easy to read way -including: Target Market identification, current state of the economy, details on toy production, and expected supply and demand.<br>Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.<br><br>**Content -** Was the fad invention explained in a comprehensive way with critical information including: the economy status, product need, as well as details on where to sell and expected demand. All information should lead to an insightful overall product recommendation.<br><br>**Quality** - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative | PERFORMANCE TASK(S): The Supply and Demand of Toy Fads<br><br>*Students will show that they really understand evidence of…*<br><br>GOAL - Students will be assigned the role of Toy Producer for a major Toy Company. They must research the current wants and needs of their market to create the next Toy Fad. Using research on the current state of the economy and their target audience, they will need to determine the price of the toy, when to produce it, how much to produce, where to sell it, and make predictions on expected supply and demand. They will present their "toy invention" using Google Slides to potential major retail "Buyers".<br><br>ROLE - Toy Producer<br><br>AUDIENCE - Your classmates (Major retail buyers)<br><br>SITUATION - Your invention of "Fingerlings" was a huge hit and your boss expects the same success for your upcoming invention. It is crucial you come up with the next major Toy Fad! Using the economic indicators, determine the state of the current economy and identify your Target Market before you make any major decisions. Create a google slides presentation that explains your toy in detail, who your target market for the toy is, how much you will charge for the toy, how much should be produced, the ideal timeframe for production and selling, where to sell your product and expected supply and demand. Make sure your presentation is exciting and informative so the potential buyers will commit.<br><br>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT<br>- Students will create a professional google slide show presentation |

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| | | |
|---|---|---|
| | title and image on every slide and maintains an overall professional appearance.<br><br>**Process** - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class. | which will include: the status of the current economy with factual support, an identified target market, details on a new "toy invention", and conclusion.<br><br>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations. |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A,T | Teacher Observation | End of unit formative assessment - written exam |
| A,T | Oral presentation rubric | Oral rubric for comments made during presentation |
| A,T | Teacher observation | Written responses to classwork |
| A,T,M | Teacher Checklist | Student completion of guided notes with higher level thinking questions. |
| A, T, M | Presentation rubric, oral presentation rubric, teacher observation and teacher checklist | Student completion of GRASP - research, documentation, google slide creation, oral presentation, peer review. |

| Stage 3 – Learning Plan | |
|---|---|
| Code<br>M | Pre-Assessment<br>Pre-assessments will be given to determine student's prior knowledge regarding the economy, economic structures, supply and demand, and economic indicators. Real economic topics will be used to determine prior knowledge on topics |

| | Summary of Key Learning Events and Instruction | Progress Monitoring |
|---|---|---|
| A, M | Teacher will begin the unit with a discussion on the difference between wants and needs and products and services.<br><br>Students will participate in a competitive fun group activity to think of local examples of each. | Teacher monitors and evaluates:<br>- Whole class, small group, and partner discussions and work.<br>- Student participation in class activities.<br>- Student ability to relate a concept learned in class to a real world situation.<br>- Student participation in class discussion and group work.<br>- Summative assessment |
| A, M ,T | | |
| A, M, T | Teacher will introduce and explain the 3 types of resources, the characteristics of different economies around the world and how countries answer the 3 economic questions differently.<br><br>Students will apply the 3 types of resources to current events, videos and an individual “Country Project” where they evaluate how that country handles their resources and makes economic decisions. | |
| A,M | Teacher leads discussion on the concept of supply and demand, equilibrium, scarcity and fads. | |
| A, M, T | Student completes a mini fad project researching past fads. | |
| A, M | Teacher will discuss the concepts of competition and profit as well as the 5 economic indicators.<br><br>Resources:<br>- Teacher-made slides, notes, directions, rubrics and presentations<br>- Online videos including “how pencils are made” and “the creation of candy canes”<br>- Teacher created google forms<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |

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Subject/Course: Introduction to Business
Grades 9-12

Unit 2: The Changing Face of Business

## Stage 1 Desired Results

ESTABLISHED GOALS

**ISTE 2.b -** Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

**ISTE 3.a** - Plan and employ effective research

**ISTE 6.d -** Publish or present content that customizes the message and medium for their intended audiences

**CCSS.ELA-LITERACY.W.9-10.7 -** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### *Transfer*

*Students will be able to independently use their learning to…*

- Understand the differences in how businesses are structured in society.
- Recognize the difference between for profit and non profit businesses as a consumer and as an employee.
- Evaluate companies to determine if they are a good place to work or to provide business to.
- Recognize characteristics in society that signal stages of a business cycle and its impact to their financial and personal decisions.

### *Meaning*

UNDERSTANDINGS

*Students will understand that…*

- There are different ways to organize a business, each with different pros and cons.
- The workplace is constantly changing and in order to be successful as an employee and a company you need to be willing to change with it.
- All businesses operate around a certain business cycle that drives decision making.
- For-profit and non-profit businesses have different goals and regulations.
- Companies have positive or negative reputations based on several factors.

ESSENTIAL QUESTIONS

*Students will keep considering…*

- Considering past history and recent changes in business, what will the business structure look like in the next 100 years?
- What are some things a business owner can do to overcome issues in each of the stages of the business cycle?
- Is it fair and ethical that for-profit and non-profit businesses have different tax laws?
- What company do you respect and why?
- How has COVID changed certain aspects of business?

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| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br><br>● A sole proprietorship is a business that is owned and managed by an individual who receives all of the profits and bears all of the losses.<br>● A partnership is a business that is owned by two or more individuals who receive all of the profits and bear all of the losses.<br>● A corporation is a business that is owned by stockholders and has rights and responsibilities as if it were a person.<br>● In order to be successful, businesses need to be aware of changes in the world around them and make changes accordingly.<br>● A business is an organization or economic system where goods and services are exchanged for one another or for money.<br>● A non-profit business is a corporation or an association that conducts business for the benefit of the general public without shareholders and without a profit motive | *Students will be skilled at…*<br><br>● Describing the advantages and disadvantages of the major forms of business.<br>● Determining what type of business to create based on one's goals and priorities.<br>● Identify changes in the workplace including : population size, population makeup, technological advancements and required skills.<br>● Understanding the goals and regulations of for-profit vs non-profit organizations. |

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| A, T, M | Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…* |
| A, T, M | Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.<br><br>**Impact** -<br>Slideshow - was the task complete - was the required information clearly provided in an easy to read way -including: Target Market identification, current state of the economy, details on toy production, and expected supply and demand.<br>Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.<br><br>**Content -** Was the fad invention explained in a comprehensive way with critical information including: the economy status, product need, as well as details on where to sell and expected demand. All information should lead to an insightful overall product recommendation.<br><br>**Quality** - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance. | GOAL - Students will be assigned the role of corporate advisor, hired to help improve profits and public image of a business by forging a relationship with a non-profit organization. They must identify and conduct a current analysis of a business and make the recommendation of which non-profit to partner with. All facets of both companies should be explored, including why the partnership makes sense and how it will benefit both parties.<br><br>ROLE for student - Corporate Advisor<br><br>AUDIENCE - Company executives or owners (classmates)<br><br>SITUATION - More and more businesses are forming strategic alliances to become more competitive. Sometimes, businesses pair up with non-profit organizations in a relationship that is beneficial to both. You have been hired to conduct research and identify a non-profit organization that would work best with your current company. In a short and engaging Google Slideshow, describe both the nonprofit and for-profit companies. Include in your description, the goals of the alliance, why they should partner up, how it benefits both parties. You must also create a fundraising campaign that will bring awareness and profits to both companies.<br><br>**Products and performances generated by student** - Students will utilize google slides to present their findings, analysis and recommendations to the corporate management team.<br><br>**Standards/criteria for judging success** - Professional presentation with no errors, organized in a way that shows a clear picture of both companies and how this relationship will benefit |

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|---|---|---|
| | **Process** - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class. | both. Teacher will provide an exemplar and rubrics to assist in expectations. |
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A, M | Observation of student notes and discussions during teacher led notes | Student completed note packet for unit 2 |
| A,M,T | Observation of student feedback in small groups and completion of student assignments in google classroom. | Small group and individual projects and assignments<br><br>Whole group discussions and reflections |
| A,M,T | Class discussion | Quizzes and Unit test |
| A | Summative assessments | |

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| Stage 3 – Learning Plan | | |
|---|---|---|
| **Code** | ***Pre-Assessment***<br><br>Pre-Assessment will be in the form of an activity where students will collaborate in small groups to identify and discuss various business structures locally, regionally, and nationally. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A, T | Teacher leads whole class discussion to identify prior knowledge | Oral observation of small group and whole group discussions. |
| A, M, T | of business structures. | Monitoring of student note packets and oral feedback for understanding. |
| A,M,T | Teacher will utilize a daily google slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities. | Students will provide accurate responses to questions or correctly apply concepts to assigned situations. |
| | Students will participate in note taking as well as class discussions. | |
| | Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Entrepreneurship and business cycle projects. | Student completion of GRASPS activity |
| | All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |

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# Stage 1 Desired Results

ESTABLISHED GOALS

**ISTE 2.b** - Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

**ISTE 3.c -** Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

**CCSS.ELA-LITERACY.RST.11-12.7 -** Integrate and evaluate multiple sources of information presented in diverse formats and media )e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.

## *Transfer*

*Students will be able to independently use their learning to…*

- Identify ethical and unethical behavior
- Know the steps for dealing with an ethical dilemma both personally and professionally
- Realize the rewards and challenges of entrepreneurship and franchises
- Identify the differences in management structures and the skills necessary for effective management
- Recognize the characteristics of a good leader and how to develop leadership skills

## *Meaning*

UNDERSTANDINGS

*Students will understand that…*

- Individuals have different ethical and moral standards
- Ethical and unethical behavior affect companies in positive and negative ways.
- In addition to making a profit, companies have social responsibilities.
- There is a wide variation of ethical practices throughout the world.
- Entrepreneurs and franchise owners face many challenges, however, those who succeed see many rewards.
- Management is an important part of the business structure and varies greatly.
- Effective leadership plays a role in business success.

ESSENTIAL QUESTIONS

*Students will keep considering…*

- How do your ethics and morals vary from your peers?
- What would you do if a business directive went against your morals?
- Where do our ethics and morals come from?
- If you were to purchase a franchise, which one would it be and why?
- What type of leadership would you function best under? Why?

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| | ***Acquisition*** | |
|---|---|---|
| | *Students will know…*<br><br>● Ethics are the moral principles by which people conduct themselves personally, socially, or professionally.<br>● Business ethics are rules based on moral principles about how businesses and employees ought to conduct themselves.<br>● Different cultures, businesses, and industries have different ethical standards.<br>● Unethical business practices include lying, offering substandard merchandise, or treating customers or employees unfairly.<br>● The four social responsibilities of a company are to: the general public, the customers, investors, and employees.<br>● Some rewards of entrepreneurship are: Being your own boss, doing what you enjoy, being creative, and building an enterprise.<br>● Challenges of entrepreneurship are: funding, being responsible for the business, feeling alone, and uncertain income levels.<br>● Management includes the process or functions of planning, organizing, leading and controlling.<br>● Leadership means taking a company and its employees in a direction based on a vision. Good leaders see the big picture and manage others by inspiring them. | *Students will be skilled at…*<br><br>● Analyzing a real world scenario, identifying the ethical and unethical behaviors that led to positive or negative outcomes.<br>● Appreciating the risk vs reward of small business ownership and entrepreneurship.<br>● Identifying social responsibilities of companies.<br>● Explaining the roles and functions of management within an organization.<br>● Describing the qualities of a good leader and understanding its importance.<br>● Recognizing the 4 social responsibilities of every company. |

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| Stage 2 – Evidence | | |
|---|---|---|
| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| A, M, T | Teacher Rubric evaluating content accuracy, and professionalism of slideshow and oral presentation.<br>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.<br><br>**Impact** -<br>Slideshow - the reasoning for selecting the ethical codes as it relates to the chosen industry, as well as the social initiatives.<br>Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.<br><br>**Content -** was the task complete - was the appropriate ethical and initiatives chosen and justified in detail? Were these choices appropriately selected, identified and detailed.<br><br>**Quality** - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.<br><br>**Process** - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>GOAL - Students will create two online posters outlining a code of ethics for a new company as well as initiatives to help the company be socially responsible.<br><br>ROLE - Employee of a new startup company.<br><br>AUDIENCE - Your boss and members of the ethics committee.<br><br>SITUATION - Your team works for a new startup in an industry of your group's choice. Based on what you learned about business ethics and exploring examples of Code of Ethics and Social Responsibility initiatives, you have been tasked with developing the startup's Code of Ethics and promoting a Social Responsibility Campaign. Your boss has assigned your team to create 2 posters that summarize employee Code of Ethics and highlight a new initiative by the company to be more socially responsible. Your group will need to identify the industry you work in and come up with a name for the startup. Be prepared to share your electronic posters with me and the class.<br><br>PRODUCT - Two electronic posters will be created. One will contain a list of appropriate code of ethics for the business and its employees, the other will identify the company's social responsibility initiatives.<br><br>STANDARD - Both posters should be attractive, free of errors and completed online using the website "canva" or google slides. They should contain all required information relevant to the business, employees and society. |

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|---|---|---|
| A, M | Observation of student notes and discussions during teacher led notes | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A,M,T | Observation of student feedback in small groups and completion of student assignments in google classroom. | Further information:<br><br>Google classroom activities and assignments<br>Quizzes, formative assessments and short writing responses. |
| A,M,T | Class discussion | Student completion of guided notes with higher level thinking questions. |
| A | Summative assessments | Student completion of GRASP - google slide creation, oral presentation, peer review. |

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| Stage 3 – Learning Plan | | |
|---|---|---|
| **Code** | ***Pre-Assessment***<br>Pre-assessments will be given to determine student's prior knowledge regarding criminal and civil cases including negligence. Real legal cases will be used to determine prior knowledge. | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring<br><br>Teacher monitors and evaluates:<br>- Whole class, small group, and partner discussions and work.<br>- Student participation in class activities.<br>- Summative assessment |
| A, M | Teacher leads a discussion regarding identifying ethical and unethical characteristics - both personal and professional, including examples of both. | |
| A, M ,T | Students complete an ethical dilemma activity where they are given ethical situations and they must determine the appropriate decision using the ethical steps. | |
| A, M, T | Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities. | |
| A, M, T | Students will take notes and answer thought provoking questions | |
| A, M | Teacher utilizes real world examples to explain entrepreneurship and characteristics of successful entrepreneurs. | |
| A, M, T | Students will complete a famous entrepreneurship project to analyze the success and characteristics of their entrepreneur. | |
| A, M, T | Students will complete the GRASP Activity | |

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| | Resources:<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.<br>Additional Resources:<br>- Teacher-made slides and presentations<br>- Teacher made guided notes - questions<br>- GRASP template, teacher made directions and rubrics. | |

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<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="3">ESTABLISHED GOALS<br><br>CCW 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br><br>CCSL 11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br><br>CCSL 11-12.1.d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br><br>● Understand the concepts and strategies utilized to determine target marketing to a select audience<br>● Identify the functions of Marketing<br>● Differentiate between the different types of advertising media<br>● Understand various media measurements and rates</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>● Marketing different items requires a different strategy due to various target markets.<br>● There are seven functions of Marketing<br>● In order to be successful all elements of the Marketing Mix must work together<br>● Market research gathers information on the potential market and is crucial for success.<br>● Companies take seven steps in developing a new product.<br>● The type of medium an advertiser uses depends on the market it wants to reach.</td><td>ESSENTIAL QUESTIONS<br>Students will keep considering…<br><br>● What marketing strategies are effective on you personally? Do you think this will change as you get older?<br>● What is the most important thing to know about an audience in today's changing market?<br>● If you were to develop a new product, who would you develop it for and why?<br>● If not many people read newspapers anymore, why do companies still advertise there?<br>● With the increase in social media and online advertising, do you think print advertising will be obsolete in the future?<br>● If you had a large advertising budget but could only advertise using one medium,</td></tr>
</table>

| | | |
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| **CCSL 11-12.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.<br><br>**NBEA National Business Education Association**: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law. | ● Media measurement plays a key role in determining an advertisement's success.<br>● Media rates are determined by several factors. | which one would you use and why? |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>● Marketing is the process of creating, promoting, and presenting a product or service to meet the needs and wants of consumers.<br>● The seven functions of marketing are: Distribution, Financing, Marketing Information Management (MIM), Pricing, Product Service Management, Promotion and Selling.<br>● The marketing mix (or the 4 Ps) include: Product, Place, Price and Promotion.<br>● Market research is the gathering and analysis of information on the size, location, and makeup of a market.<br>● The seven steps of product development are: Generate Ideas, Screen Ideas, Develop a Business Plan, Develop the Product, Test-Market the Product, Introduce the Product, and Evaluate Customer Acceptance.<br>● Advertising is the public promotion of something such as a product, service, business, or event, to attract or | *Students will be skilled at…*<br><br>● Analyzing a target market to determine their needs and wants.<br>● Recognizing the functions of marketing and how they are used.<br>● Identifying market research in their own lives.<br>● Applying the four elements of the marketing mix<br>● Evaluate why some products succeed while others fail by reviewing the steps of product development.<br>● Analyze various advertising strategies that are used in today's world.<br>● Determine the cost effectiveness of different advertising methods depending on the individual goals and target markets. |

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| | increase interest in it.<br>● There are a variety of types of media including: newspapers, television, direct-mail, directory, radio, online, social media.<br>● Different media are good for different markets and have a wide range of costs. | |

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STAGE 2

| Stage 2 – Evidence | | |
|---|---|---|
| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| A, M, T | Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.<br>Peer Review evaluating public speaking skills including: loud voice, staying in character, knowledge of role, professionalism and knowledge of information.<br><br>**Impact -** Slideshow - the need for the new cookie idea is clear and correlates correctly to a clearly defined target market. The details show creativity.<br>Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.<br><br>**Content -** was the task complete - was the target market clearly defined including all aspects of demographics, psychographics and geographics? Were these choices appropriately selected, identified and detailed. Were all 4 Ps included and match the target market and brand?<br><br>**Quality** - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.<br><br>**Process** - During the oral presentation, the presenter does not read off slides, but puts | PERFORMANCE TASK(S):<br><br>GOAL - Students will be assigned the role of cookie creator for a large snack brand. The company would like to come up with “the next big cookie”. They must evaluate the current market, determine a “need” for a specific type of cookie, identify a target market, create the packaging and advertising for the new cookie and determine where to advertise.<br><br>ROLE - Cookie Creator<br><br>AUDIENCE - Nabisco brand manager<br><br>SITUATION - Nabisco, a leader in the food industry is falling behind in the cookie market. They have enlisted your team to create the next best selling cookie. In order to do this you must: evaluate the current cookie market, identify a target market, create your cookie, packaging and advertising based on the needs and wants of this target market. You will present a cookie prototype including all of the four P’s (product, price, place and promotion) and produce at least one form of advertising to them at the next meeting.<br><br>PROJECT - Students will answer various detailed questions regarding their cookie choices, target market, 4 Ps, packaging, marketing and advertising decisions in google docs. They also will present a prototype cookie as well as packaging and advertising.<br><br>STANDARD - High level thinking is required to complete this assignment. The choices of advertising and cookie details must match the needs of the specified target market (including demographics, psychographics and geographics). A well thought out strategy is required as well as a neat prototype done in real life or on Google Slides. |

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| | information into their own words while speaking in a loud voice and facing the class. | |
| A, M<br><br><br>A,M,T<br><br><br><br>A,M,T<br><br>A | Observation of student notes and discussions during teacher led notes<br><br>Observation of student feedback in small groups and completion of student assignments in google classroom.<br><br>Class discussion<br><br>Summative assessments | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>● Student completed note packet for Unit 4<br>● Small group and individual projects and assignments<br>● Whole group discussions and reflections<br>● Results on unit quizzes and test.<br>● Peer evaluation forms |

| Stage 3 – Learning Plan | | |
|---|---|---|
| **Code** | ***Pre-Assessment***<br>Pre-assessment will include informal conversations with students regarding marketing and advertising. Students will also complete a pre-assessment questionnaire to identify prior knowledge. | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring |
| A, M | Teacher will lead a discussion to identify prior knowledge of marketing and advertising. | Teacher monitors and evaluates:<br>- Whole class, small group, and partner discussions and work.<br>- Oral and written responses<br>- Student ability to perform in a role playing situation.<br>- Monitoring of student completion of note packets<br>- Student participation in class discussions |
| A, M | Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities. | |
| A, M | Teacher will present real world examples of social, print, and multimedia advertising. | |
| A, M | Students will evaluate real world marketing to identify target markets and demographics. | |
| A,M,T | Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. | |
| A,M,T | Students will create a target market “person” to identify specific characteristics based on various products. | |
| | <u>Resources:</u><br>Additional Resources:<br>- Teacher-made slides and presentations<br>- Online video resources<br>- Teacher made directions and rubrics. | |
| | All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |

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Subject/Course: Introduction to Business
Grades 9-12

Unit 5: Managing Business Finances and Accounting

| Stage 1 Desired Results | |
|---|---|
| ESTABLISHED GOALS<br><br>ISTE 3.a - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.<br><br>ISTE 5.b collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.<br><br>CCSS.ELA.LITERACY.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. | ***Transfer***<br><br>*Students will be able to independently use their learning to…*<br><br>Understand the importance of having a business plan and how planning leads to success.<br><br>Explain what a budget is and how it is used<br><br>Distinguish between the three main financial statements used by a business and understand their purpose<br><br>***Meaning*** |

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| | UNDERSTANDINGS<br>*Students will understand that…*<br><br>A financial plan outlines the essential financial facts about a new business or venture<br><br>Business people use a financial plan to help them make decisions about the future.<br><br>Budgets help a business guide its future by determining how money will be used or spent over a particular period.<br><br>Accounting provides financial information about an organization.<br><br>Balance sheets, income statements and statements of cash flow show the financial position of a business. | ESSENTIAL QUESTIONS<br>*Students will keep considering…*<br><br>If financial plans are well thought out and researched, why do some businesses still fail?<br><br>Are there times where financially you shouldn't spend money on your business, but it is still a good business decision to do so?<br><br>Have you created a personal budget? Did you stick to it? What factors did you consider?<br><br>Is it possible for the accounting information of a business to be positive but the company be in danger? |
| | ***Acquisition*** | |
| | *Students will know…*<br>An effective financial plan includes: identifies assets needed to purchase, describes the amount of money needed, describes the expenses a business will incur, describes how the business will report finances, forecasts finances to project future profitability and explains how the business will acquire money.<br><br>A budget is a plan specifying how money will be used or spent during a particular period. | *Students will be skilled at…*<br>Reading and understanding a simple financial plan.<br><br>Analyzing a budget plan for a start-up business.<br><br>Completing a simple accounting equation.<br><br>Reading and interpreting basic income statements, balance sheets and cash flow statements. |

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| | The six reasons for creating a financial plan in business<br><br>The three components of the accounting equation<br><br>Accounting is the systematic process of recording and reporting the financial position of a person or an organization.<br><br>The accounting equation is Assets = Liabilities + Owner's Equity<br><br>The income statement is a report of revenue, expenses, and net income.<br><br>A balance sheet is a report of the balances in all assets, liabilities, and owner's equity accounts at the end of an accounting period.<br><br>A cash flow statement is a financial report that shows incoming and outgoing money during an accounting period. | |

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| Stage 2 – Evidence | | |
|---|---|---|
| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| A,T,M | Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.<br><br>**Impact -** Budget - was the budget completed with all necessary components included. Did the financial advisor persuade the investor to follow the budget guidelines?<br><br>**Content -** Did the budget decisions make sense for the individual company based on the status of the company. Was there sufficient money left over for anticipated emergencies?<br><br>**Quality** - The budget is free of errors, with all requirements met. The mathematical equations are correct and make sense for the specific business. The emergency amount is appropriate and correct.<br><br>**Process** - During the oral presentation, the presenter explains the budget information in their own words and relate all decisions to the needs of the specific business. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br>GOAL - Create a simple business budget that ensures all bills are paid and money is left over for emergencies for a given company. Students will be given certain information and parameters and will roleplay as the financial advisor.<br><br>ROLE - Financial advisor / accountant<br><br>AUDIENCE - Company investors<br><br>SITUATION - The situation will vary for each group. Some companies will be established and secure companies with varying goals and upcoming situations, while others will be start-up or failing businesses.<br><br>PRODUCT - Create an annotated budget and be able to explain decisions.<br><br>STANDARDS - The budget must be realistic, ensure all bills are paid, required money is left over, and provide a clearly written and cohesive rationale for the amount of each budget item. |

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| | | OTHER EVIDENCE: |
| A, M | Observation of student notes and discussions during teacher led notes | Student completed note packet for unit 5 |
| A,M,T | Observation of student feedback in small groups and completion of student assignments in google classroom. | Small group and individual projects and assignments |
| A,M,T | Class discussion | Whole group discussions and reflections |
| A | Summative assessments | Results on unit quizzes and test. |

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| Stage 3 – Learning Plan | | |
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| **Code** | ***Pre-Assessment***<br>A pre-assessment for this unit will include a worksheet requiring students to identify various parts of a budget, cash flow, balance sheet and income statement to determine prior knowledge. Further pre-assessment will include informal group conversations. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A, T | | Oral and written responses. |
| A, M, T | Teacher leads discussion to identify every day accounting language students may have already known. | |
| A,M,T | Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities. | Monitoring of student note packets and class discussion. |
| | Students will take notes and participate in class discussions. | Student work will reflect knowledge, comprehension, and evaluation. |
| | Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups.<br>Students will create a personal budget | |
| | Students will evaluate various companies financial information and accounting statements and providing recommendations based on current market situations. | |
| | All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |

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Subject/Course: Introduction to Business
Grades 9-12

Unit 6: Career Planning

## Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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.

ISTE 1.a - articulate and set personally learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

ISTE 3.d - publish or present content that customizes the message and medium for their intended audiences.

### *Transfer*

*Students will be able to independently use their learning to…*

- Understand the importance of career planning for future success
- Define five attributes about themselves they should use when analyzing careers
- Describe how the workforce is changing
- Identify short, medium and long term personal goals
- Identify the three lists needed to make a career plan
- Be prepared when applying for a job

### *Meaning*

UNDERSTANDINGS

*Students will understand that…*

- Choosing a career is an important decision that everyone must make.
- Pursuing a career requires career planning
- Knowing about your individual interests, values, skills, abilities, aptitudes and personality is a key part of your career journey.
- The world is constantly changing, it is important to know the types of workers who are needed as well as skills needed in today's world.
- It is important to have short and long term goals
- Making your three lists will help you achieve your goals

ESSENTIAL QUESTIONS

*Students will keep considering…*

- What are your individual strengths and weaknesses?
- What type of job do you see yourself in 30 years from now?
- Do your individual interests and values match the job you want?
- What will the workforce look like when you enter it?
- Will the job you want now exist when you graduate college?
- How can you start preparing now to make sure you have a good resume and are prepared for a job interview?

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| | ● Professional and effective resumes are crucial for job searching<br>● There are right and wrong ways to fill out a job application<br>● There are steps you need to complete to prepare for every job interview. | |
| | ***Acquisition*** | |
| | *Students will know…*<br><br>● Work is essential to almost everyone's economic and social well-being.<br>● Career planning consists of assessing your potential, analyzing your options, and preparing for your future.<br>● Today's workers must be adaptable and willing to learn new technologies and ways of working.<br>● Goals can be short, medium or long term. Short term is something you might start and reach quickly, medium is usually more challenging and takes longer to achieve and long term goals may take a long time to reach.<br>● The three plans needed are: graduation, education and training and experience.<br>● The more specific and realistic your goals are the more likely you are to achieve them.<br>● Different jobs require different qualifications, education and skills.<br>● A resume is a summary of your skills, education, and work experience and should showcase your positive traits. | *Students will be skilled at…*<br><br>● Determining their personal characteristics and matching them with potential career choices.<br>● Identifying how the workforce is changing and how they will need to change to succeed in it.<br>● Creating short, medium and long term goals in order to achieve their ultimate goals.<br>● Create specific lists for graduation, education and training and experience and utilize these to help stay on course.<br>● Creating a resume relevant for their goals right now.<br>● Complete a job application correctly<br>● Prepare for, and conduct themselves professionally during a job interview. |

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| | ● A job interview is a formal face-to-face discussion between an employer and potential employee and there are certain characteristics employers will look for. | |

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| Stage 2 – Evidence | | |
|---|---|---|
| **Code** | **Evaluative Criteria** | **Assessment Evidence** |
| A,T,M | Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.<br><br>**Impact -** Are all of the required elements completed and do they compliment each other. The overall goal is identified and all aspects of the portfolio work together.<br><br>**Content -** The interest survey, goal list, resume, cover letter, and application are all complete and accurate. They each align with a common goal and support eachother.<br><br>**Quality** - All documents are professionally presented in the appropriate format for the desired audience. There are no errors on the documents.<br><br>**Process** - During the mock interview, the applicant is professional, prepared, and remains in character throughout. | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>GOAL - Create a career portfolio that includes an interest survey, 3 completed goal lists, professional resume, cover letter, application and conduct a mock interview.<br><br>ROLE - Potential job seeker<br><br>AUDIENCE - The company wishing to hire<br><br>SITUATION - You are a new graduate who is looking for a job. You must get yourself prepared for this life changing event! Create all of the necessary documents and prepare for your interview. This is the job you've been waiting for, so make sure you are prepared!<br><br>PRODUCT - Career portfolio containing interest survey, goal lists, resume, cover letter, application.<br>PERFORMANCE - Conduct a mock interview including professional conduct and prepared questions.<br><br>STANDARDS - All documents are professionally completed and are organized, follow the appropriate format and are free of errors. Interest inventory is completely filled out. Mock interview was conducted and critical self assessment was performed according to criteria given. |

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| | | OTHER EVIDENCE: |
| A, M | Observation of student notes and discussions during teacher led notes | Student completed note packet for unit |
| A,M,T | Observation of student feedback in small groups and completion of student assignments in google classroom. | Small group and individual projects and assignments |
| A,M,T | Class discussion | Whole group discussions and reflections |
| A | Summative assessments | Results on unit quizzes and test. |

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| Stage 3 – Learning Plan | | |
|---|---|---|
| **Code** | ***Pre-Assessment***<br>Pre-assessment will be students completing an Interest Inventory, personality profile and participating in a class discussion regarding the application process. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| A, T | Teacher will explain and model the interest survey and personality profile | Oral and written responses. |
| A, M, T | Students will take surveys and summarize results | Monitoring of student note packets and class discussion. |
| A,M,T | Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.<br><br>Students will take notes and participate in class discussions.<br><br>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups.<br><br>Students will creating a resume, research potential jobs, create goal lists, complete a job application, and prepare for interviews.<br><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | Student work will reflect knowledge, comprehension, and evaluation. |

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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

REVISED

# Russian Studies Honors

November 2023

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## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# Russian Studies Honors

## Grades 11-12

A brief description of the course

Russian Studies is an in-depth introduction to Russian history and culture. The main focus of this course will be on the 19th and early 20th centuries. Students will be engaging in an ever-changing and complex world. Therefore, we will be exploring the implementation of varied political ideologies and their effects economically, politically, and socially in current Russian history. Russian studies also pays particular attention to the diversity of the former Soviet republics, ethnic groups, and the special problems involved in living in present-day Russia. This course is a semester course.

Russian Studies connects with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.
Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.
Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.
Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.
Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

# Pacing Guide

| Unit # | Title | Weeks |
|---|---|---|
| 1 | Russia Today | 4 |
| 2 | Russian Identity | 3 |
| 3 | The Russian Revolution | 2 |
| 4 | Stalin’s Russia | 3 |
| 5 | The Cold War | 4 |

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ESTABLISHED GOALS

HIST 9-12.2: Analyze change and continuity in historical eras.

HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.

M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.

M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.

M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.

***Transfer***

*Students will be able to independently use their learning to…*

- Assess how differing political ideologies affect the society and economy of a nation.
- Demonstrate how nations continually vie for power in an attempt to dominate economically.

***Meaning***

UNDERSTANDINGS

*Students will understand that…*

- The democratic government of the US and the communist government of Russia are vastly different entities.
- Russia's economy and the needs of that economy can lead to international conflict.
- Vladimir Putin's actions as Russia's president have continually caused tensions with the United States.

ESSENTIAL QUESTIONS

- What is the connection between a country's form of government and the prosperity of its citizens?
- Why does Russia engage in constant competition with the world?
- Why has the Cold War not truly ended?

***Acquisition***

| | *Students will know…* | *Students will be skilled at…* |
|---|---|---|
| | ● The Economic components of Russia<br>● The Structure of the Russian Government<br>● Disaster at Chernobyl and the International Response<br>● Vladimir Putin's Rise to Power<br>● Annexation of Crimea<br>● Russia and Ukraine War | ● Determining how the economy of Russia and economic globalization can lead to conflict.<br>● Evaluating the differences between the Democratic government of the United States and the Communist government of Russia.<br>● Explaining why Russia tried to diminish the scale of the disaster at the Chernobyl power plant.<br>● Explaining the constant struggles of each 21st-century U.S. President in dealings with President Vladimir Putin.<br>● Distinguishing between the Annexation of Crimea and the War in Ukraine. |

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T, M, A | The teacher created a Rubric with 3 criteria and 4 bands of success:<br>- Required elements<br>- Authentic Content<br>- Presentation Style | PERFORMANCE TASK(S):<br>*Students will show that they really understand the evidence of…*<br><br>There are many aspects of the Cold War that still exist in the relationship between the governments of the United States and Russia; while at the same time, the citizens of the United States and Russia have many commonalities.<br><br>Goal/challenge - Students will create a Netflix documentary using a template highlighting how many of the underlying themes of the Cold War still exist.<br><br>Role for Student - Creator of the documentary.<br><br>Audience - Classmates<br><br>Situation - Using an inquiry-based model, students will formulate questions they want to be answered about the recent history of Russia. This critical thinking will force them to analyze economic, political, and social differences. At the same time, students will have to appreciate the strain that these differences and subsequent actions affect the citizens of Russia.<br><br>Product and performance generated by student - Using a Netflix template, students will formulate 4 episodes on various topics from the unit, and provide a detailed summary of each. This summary should show their understanding of the event and/or topic, as well as the implications of the event and/or topic. Students will also be required to formulate 4 similar documentaries that would enhance the audiences' knowledge of these complex topics.<br><br>Standards/criteria for judging success - A rubric will be provided for the project. |

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| | | |
| A<br><br>A, M<br><br>T, A<br><br>T, M, A<br><br>T, M, A<br><br>T, M, A | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Guided reading and note-taking from primary and secondary sources.<br><br>Answering questions based on various levels of Bloom's Taxonomy in class discussions.<br><br>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.<br><br>Multiple Choice and short-answer quizzes.<br><br>Comparison of various topics. |

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Students will view headlines from current events in Russian history and engage in a class discussion about what they know about the various topics being presented. Students will be asked what their impression is of Russian President Vladimir Putin. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring<br><br>Monitor student progress through class discussions, and exit tickets. |
| M | The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment. | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.<br><br>Monitor student progress through various summative assessments which may include inquiry-based projects.<br><br>Score GRASPS via assignment rubric. |
| T, M, A | The teacher presents a Google slide presentation introducing students to important Russian historical and government sites, statistics, and facts. Students complete a regional analysis of a Russian Federation. | |
| T, M, A | The teacher presents an overview of Russian today. Students will complete an analysis of the Russian government and economy. | |
| T, M, A | The teacher will lead a class discussion on the Chernobyl disaster. Students will respond to various questions and formulate their own questions about the disaster. | |
| M, A | The teacher will provide primary and secondary sources. Students will use information from readings and class discussions to list the major issues and reforms. | |
| M, A | The teacher will provide video and reading on the rise of Vladimir Putin. Students will view a documentary and engage in a reading for information activity about Vladimir Putin. | |
| T, M, A | Teacher will present a Google slide presentation on the Annexation of Crimea and the war in Ukraine. Students will complete a summary and Venn Diagram of the Annexation of Crimea and the war in Ukraine. | |

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| | | |
|---|---|---|
| | <u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |

<table>
<tr><td rowspan="8">ESTABLISHED GOALS<br><br>HIST 9-12.2: Analyze change and continuity in historical eras.<br><br>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.<br><br>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.<br><br>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.<br><br>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…<br><br>● Assess how differing political ideologies affect the society and economy of a nation.<br>● Demonstrate how nations continually vie for power in an attempt to dominate economically.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS<br>Students will understand that…<br><br>● The need for land and trade routes resulted in the conquering and domination by outside entities.<br>● Monarchs in Russia claimed the divine right to rule and established absolutism.<br>● Fear and uncertainty lead to changes in a government.</td><td>ESSENTIAL QUESTIONS<br><br>● What is the connection between a country’s form of government and the prosperity of its citizens?<br>● How do we make history?<br>● Whose story are we telling when we study history?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…<br><br>● Economic, political, and social structure of Kiev, Russia.<br>● The advancement of Russia under Ivan the Great.<br>● The Reign of Ivan the Terrible.<br>● The advancement of Russia under Peter the Great and Catherine the Great.</td><td>Students will be skilled at…<br><br>● Defining Kiev Russia politically, economically, and socially.<br>● Explaining why the rule of Ivan the Great and Ivan the Terrible were vastly different.<br>● Describing how the policies of Peter the Great and Catherine the Great led to the advancement of Russian society.</td></tr>
</table>

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T, M, A | Teacher created Rubric with 3 criteria and 4 bands of success:<br>-Required elements<br>-Authentic Content<br>-Presentation Style | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>The Russian identity is multifaceted. Students are going to explore what it really means to be Russian. Globally we learn so much about the government of Russia, but it is important to learn about its citizenry. The students will combine what they have learned about Russia's past and see how that has evolved throughout Russia's history.<br><br>Goals/challenges - Students will produce an infographic trying to define what it truly means to be Russian.<br><br>Role for student - Researcher and producer of the infographic.<br><br>Audience - Classmates<br><br>Situation - Using an inquiry-based model, students will formulate questions to get at the heart of the Russian identity. This critical thinking exercise will allow students to analyze Russian Heritage to see how that history has defined who its people really are. Students will be required to gather evidence from various sources to support their definition of what it means to be Russian.<br><br>Product and Performance generated by Students - The creation of an infographic combining text and visual representation of Russian citizenry. The completed project will show their understanding of Russian Heritage, the role of the Orthodox Church, and how that history impacts Russia today.<br><br>Standards/criteria for judging success - A rubric will be provided for the project. |

| | | |
|---|---|---|
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | | Guided reading and note-taking from primary and secondary sources. |
| A, M | | Answering questions based on various levels of Bloom's Taxonomy in class discussions. |
| T, A | | Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class. |
| T, M, A | | |
| T, M, A | | Multiple Choice and short-answer quizzes. |
| T, M, A | | Comparison of various topics. |

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | <u>Questions to help complete this portion:</u><br>Students will be asked how we in the United States view monarchy. What are some pros of having a monarchy and what are some cons of having a monarch? Lastly, students will be asked to share what monarch in history they think was the most popular and explain why. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| | The teacher previews the unit with an overview of topics to be examined. Students complete pre-assessment. | Monitor student progress through class discussions, and exit tickets. |
| M | The teacher presents a Google slide presentation on Russian medieval rulers. Students will work in cooperative groups to create a | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and |
| T, M, A | chronology of Russian medieval rulers and their contributions to Russia's development. | accurate completion of station activities. |
| | The teacher provides readings to students on the adoption of | Monitor student progress through various summative assessments which may include inquiry-based projects. |
| M, A | Orthodox Christianity. Students will view a documentary on the practices of the Orthodox Church. Students engage in class discussions and review of material. | Score GRAPHS via assignment rubric. |
| | The teacher will lead a class discussion on the various monarchs. | |
| M, A | Students will complete a question sheet from stations activity and present their own questions for review. | |
| | The teacher provides students with readings and discussion | |
| T, M, A | questions on Peter the Great and Catherine the Great. Students will complete a summary of the successes and failures of each monarch presented by the teacher. | |
| | <u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |

ESTABLISHED GOALS

HIST 9-12.2: Analyze change and continuity in historical eras.

HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.

M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.

M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.

M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.

## *Transfer*

*Students will be able to independently use their learning to…*

- Evaluate how individuals and groups influence or change communities (local, national, global) over time
- Evaluate the argument used by those in power to exert political and economic control over others.
- Apply the lessons of the past to better underder other historical/current events and issues and then be able to anticipate and prepare for the future.

## *Meaning*

UNDERSTANDINGS

*Students will understand that…*

- Unequal distribution of power sparked a revolution in Russia.
- The revolution was followed by tremendous social and economic upheaval.
- Communism can take different forms depending on the needs of the leader.

ESSENTIAL QUESTIONS

- What is the connection between a country's form of government and the prosperity of its citizens?
- How do we make history?
- Whose story are we telling when we study history?
- What factors contribute to the collapse of an empire?

## *Acquisition*

*Students will know…*

- Fall of the Romanov Dynasty
- Ideology of Marxism
- Vladimir Lenin and the Bolsheviks Rise to Power
- Causes and Effects of the Russian Revolution
- Economic, political, and social implications of Communism in Russia.

*Students will be skilled at…*

- Describing how the people of Russia contributed to and applauded the fall of the Romanov Dynasty.
- Describing the causes and effects of the Russian Revolution.
- Explaining how Vladimir Lenin applied the ideology of Marxism to Russia and evaluate its effectiveness.

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T, M, A | Teacher created Rubric with 3 criteria and 4 bands of success:<br>-Required elements<br>-Authentic Content<br>-Presentation Style | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>The formation of a communist government in Russia was a startling change. Students will gather primary and secondary sources describing the conditions of Russia that led to the Revolution. Students will be trying to figure out how conditions became so desperate as to lead to this change.<br><br>Goal/challenge - Students will collaborate to create a WebQuest exploring the causes of the Russian Revolution. In doing so, they will be asked to determine if anything different could have been done to avoid revolution.<br><br>Role of Student - Each group will consist of 4 students and each student will be assigned one of the following major causes; (1) Actions of the Romanov Monarchy, (2) Economic problems, (3) Social division, (4) Political inequality.<br><br>Audience - The audience will be given time to engage in one aspect of classmates' WebQuest of their choosing.<br><br>Situation - Students will research their assigned cause using credible sources. From those sources, they will synthesize information and produce a WebQuest. In addition, students will be asked to determine what, if anything, could have been done differently by the monarchs to avoid revolution.<br><br>Product and performance generated by student - WebQuest using parameters set by the teacher.<br><br>Standard/criteria for judging success - A rubric will be provided for the project. |

| | | |
|---|---|---|
| A<br><br>A, M<br><br>T, A<br><br>T, M, A<br><br>T, M, A<br><br>T, M, A | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Guided reading and note-taking from primary and secondary sources.<br><br>Answering questions based on various levels of Bloom's Taxonomy in class discussions.<br><br>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.<br><br>Multiple Choice and short-answer quizzes.<br><br>Comparison of various topics. |

| Code | ***Pre-Assessment***<br>Students will view political cartoons relating to the topic of communism. Students will be asked to determine the author's point of view and what is the message of the political cartoon. | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring<br><br>Monitor student progress through class discussions, and exit tickets. |
| M | The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment. | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities. |
| T, M | The teacher presents a Google slide presentation on the Romanov Dynasty. Students engage in class discussions and review of material. | Monitor student progress through various summative assessments which may include inquiry-based projects. |
| M, A | The teacher will provide a Google slide presentation, and lead a class discussion on the causes and effects of the Russian Revolution.Students will complete a station activity on peasant life in Russia before the revolution. | Score GRAPHS via assignment rubric. |
| M, A | The teacher will provide reading to the class on the Russian Revolution. Students will complete reading for information activity. | |
| M, A | The teacher will provide background information in class discussion. Students will complete a summary of the Rise of Vladimir Lenin. | |
| T, M, A | The teacher will provide a graphic organizer with an introduction to the various forms of communism. Students will complete a comparison of Marxism and Leninism. | |
| T, M, A | The teacher will present a google slide presentation. Students will analyze the decrees passed by the Bolsheviks and provide examples of how they changed Russian society and the economy. | |
| M, A | The teacher will provide credible sources to students. Students will | |

| | | |
|---|---|---|
| | create a timeline of the defining events for the period of 1917-1924.<br><br><u>Resources:</u><br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |



| ESTABLISHED GOALS | ***Transfer*** | |
|---|---|---|
| HIST 9-12.2: Analyze change and continuity in historical eras.<br><br>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.<br><br>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.<br><br>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, | *Students will be able to independently use their learning to…*<br><br>● Evaluate how individuals and groups influence or change communities (local, national, global) over time<br>● Evaluate the argument used by those in power to exert political and economic control over others.<br>● Apply the lessons of the past to better underder other historical/current events and issues and then be able to anticipate and prepare for the future. | |
| | ***Meaning*** | |
| | UNDERSTANDINGS<br>*Students will understand that…* | ESSENTIAL QUESTIONS<br><br>● What is the connection between a country's form of government and the prosperity of its |

<table>
<tr><td rowspan="3">relevant examples and pertinent details to contextualize evidence and arguments.<br><br>M.W. Inq 4 c: Analyze the characteristics and causation of ongoing global problems both past and present using a multidisciplinary lens.</td><td>● Communism can take different forms depending on the needs of the leader.<br>● Fear, mistrust, and the desire for world domination resulted in the Cold War.</td><td>citizens?<br>● How do we make history?<br>● Whose story are we telling when we study history?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…<br><br>● Joseph Stalin’s Rise to Power<br>● Communist policies implemented by Joseph Stalin.<br>● Relationship between the United States and the Soviet Union at the end of World War 2.<br>● Causes and Effects of the Berlin Airlift.<br>● Formation of the “Iron Curtain” over Eastern Europe<br>● Causes of the Cold War</td><td>Students will be skilled at…<br><br>● Describing how Joseph Stalin came to power and what economic and social policies he implemented.<br>● Explaining the tensions at the Potsdam conference between the Allies and the Soviet Union.<br>● Describing how the Iron Curtain descended over Eastern Europe both ideologically and realistically.<br>● Describing the causes of the Cold War.</td></tr>
</table>

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T, M, A | Teacher created Rubric with 3 criteria and 4 bands of success:<br>-Required elements<br>-Authentic Content<br>-Presentation Style | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>The application of communist ideas can be different depending on the needs or vision of the dictator. When Stalin took over the Soviet Union, he made political, economic, and social changes. Even though Lenin and Stalin both believed in communism, how they sought to apply the philosophy affected Russia in different ways.<br><br>Goals/challenge - Students will create an argumentative piece of their choosing to determine if the domestic and international policies implemented by Joseph Stalin benefited the advancement of Russia.<br><br>Role for student - Investigator and evaluator.<br><br>Audience - Classmates.<br><br>Situation - Using a variety of primary and secondary source documents, students will evaluate the effectiveness of the policies implemented by Joseph Stalin and decide if they benefited Russia economically, politically, and socially. Students will have to read the sources for information, synthesize what they have learned, and produce an argumentative piece. Students will be required to have a claim and evidence to support their claim.<br><br>Product and Performance generated by students - Students can produce a written piece or a digital piece. They will be required to address all aspects of the assignments as directed by the teacher.<br><br>Standards/criteria for judging success - A rubric will be provided for the project. |

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| | | |
| A<br><br>A, M<br><br>T, A<br><br>T, M, A<br><br>T, M, A<br><br>T, M, A | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…*<br><br>Guided reading and note-taking from primary and secondary sources.<br><br>Answering questions based on various levels of Bloom's Taxonomy in class discussions.<br><br>Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class.<br><br>Multiple Choice and short-answer quizzes.<br><br>Comparison of various topics. |

| Code | ***Pre-Assessment*** | |
|---|---|---|
| | Students will be asked what they have previously learned about Joseph Stalin. Students will also be asked why history almost ignores the mass killings that were orchestrated by Stalin. | |
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| M | The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment. | Monitor student progress through class discussions, and exit tickets. |
| T, M, A | The teacher presents a Google slide presentation on the economic, political, and social policies of Joseph Stalin. Students complete a graphic organizer evaluating the effectiveness of Joseph Stalin's policies. | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities. |
| M, A | The teacher provides background reading on Stalin and the Great Terror. Students will view a documentary on the Gulags. | Monitor student progress through various summative assessments which may include inquiry-based projects. |
| M, A | The teacher will show a documentary on Soviet propaganda. Students will analyze examples of Soviet propaganda using guided questions. | Score GRAPHS via assignment rubric. |
| T, M, A | The teacher leads a discussion on the Soviet Union's role in World War II. Students will complete a WebQuest on the Battle of Stalingrad. | |
| M, A | The teacher will introduce the Potsdam Conference. Students engage in class discussions and review of material. | |
| T, M, A | The teacher provides primary source documents. Students will complete a comparison between the Truman Doctrine and the Marshall Plan. | |

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|---|---|---|
| | Resources:<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |



| ESTABLISHED GOALS | ***Transfer*** | |
|---|---|---|
| HIST 9-12.2: Analyze change and continuity in historical eras.<br><br>HIST 9-12.4: Analyze multiple and complex causes and effects of events in the past.<br><br>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.<br><br>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.<br><br>M.W. Inq 4 c: Analyze the characteristics and causation of | *Students will be able to independently use their learning to…*<br><br>● Determine how differing political ideologies can lead to lasting international conflict.<br>● Evaluate the decision-making process that leads up to war. | |
| | ***Meaning*** | |
| | UNDERSTANDINGS<br>*Students will understand that…*<br><br>● Fear, mistrust, and the desire for world domination resulted in lasting conflict.<br>● Ideological differences and the fear of expansion of political structures led to the Korean War, the Cuban Missile Crisis, and the Vietnam War. | ESSENTIAL QUESTIONS<br><br>● What is the connection between a country's form of government and the prosperity of its citizens?<br>● How do we make history?<br>● Whose story are we telling when we study history? |

<table>
<tr><td rowspan="4">ongoing global problems both past and present using a multidisciplinary lens.</td><td>● Poverty, famine, and social unrest led to the collapse of the Soviet Union.</td><td></td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…<br><br>● Space Race between the United States and the Soviet Union<br>● Communist support in the Korean War<br>● Cuban Missile Crisis<br>● Communist support in the Vietnam War<br>● Arms Race between the United States and the Soviet Union<br>● The Fall of the Soviet Union</td><td>Students will be skilled at…<br><br>● Describing the implications of the United States and the Soviet Union engaging in the space race.<br>● Evaluating the significance of communist backing in both the Korean War and the Vietnam War.<br>● Describing how the world was on the brink of nuclear war during the Cuban Missile Crisis.<br>● Determining the implications of the United States and the Soviet Union continually being in an arms race.<br>● Explaining the reasons that led to the Fall of the Soviet Union.</td></tr>
</table>

| Code | Evaluative Criteria | Assessment Evidence |
|---|---|---|
| T, M, A | Teacher created Rubric with 3 criteria and 4 bands of success:<br><br>-Required elements<br>-Authentic Content<br>-Presentation Style | PERFORMANCE TASK(S):<br>*Students will show that they really understand evidence of…*<br><br>Historians tell the story of the Cold War mainly through the lens of the political and/or military leaders of the time. We do not give much attention to how the struggles of the Cold War affected citizens.<br><br>Goal/challenge - Students will create podcasts with the intent on answering whose story we are telling when we study history. The events of the Cold War usually focus on the arms race or military actions throughout the world. Students will be determining the effects on the citizens of the Soviet Union as the Cold War progressed. Students will be allowed to complete this project with a partner.<br><br>Role for student - Researcher and producer of the podcast.<br><br>Audience - Classmates will listen to and critique podcasts of classmates.<br><br>Situation - Using a variety of primary and secondary source documents. students will evaluate the effects of Cold War events through the eyes of its citizens. They will gather credible sources, and synthesize information to produce their podcast.<br><br>Product and performance generated by students - Podcasts should consist of a claim and evidence to support that claim. Students will be required to have all aspects of the project as directed by the teacher.<br><br>Standards/criteria for judging success - A rubric will be provided for the project. |

| | | |
|---|---|---|
| | | OTHER EVIDENCE:<br>*Students will show they have achieved Stage 1 goals by…* |
| A | | Guided reading and note-taking from primary and secondary sources. |
| A, M | | Answering questions based on various levels of Bloom's Taxonomy in class discussions. |
| T, A | | Create written responses to show, organize, analyze, and synthesize political, economic, and social issues presented in class. |
| T, M, A | | Multiple Choice and short-answer quizzes. |
| T, M, A | | Comparison of various topics. |
| T, M, A | | |

| Code | ***Pre-Assessment***<br>Students will complete a Kahoot to assess their knowledge about various events during the Cold War. | |
|---|---|---|
| | Summary of Key Learning Events and Instruction<br>*Student success at transfer meaning and acquisition depends on…* | Progress Monitoring |
| M | The teacher previews the unit with an overview of topics to be examined. Students complete Pre-Assessment. | Monitor student progress through class discussions, and exit tickets. |
| M, A | The teacher presents a Google slide presentation on major aspects of the Cold War. Students engage in class discussions and review of material. | Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities. |
| T, M, A | The teacher introduces the Vietnam War and Korean War. Students complete a WebQuest on the Korean War and Vietnam War. | Monitor student progress through various summative assessments which may include inquiry-based projects. |
| M, A | The teacher provides readings on Soviet Leaders Khrushchev through Gorbachev and students will answer guided questions. | Score GRAPHS via assignment rubric. |
| M, A | The teacher provides background on the Space Race between the U.S. and Soviet Union. Students will view a documentary about the Space Race and answer viewing questions. | |
| T, M, A | The teacher provides primary source documents on the Cuban Missile Crisis. Students will analyze primary source documents on the Cuban Missile Crisis using guiding questions. | |
| T, M, A | The teacher will lead discussion of what it means to have an arms race. Students will complete a stations activity on the arms race throughout the Cold War. | |
| T, M, A | The teacher provides credible sources. Students will create an annotative timeline of the events leading up to the fall of the Soviet Union. | |

| | | |
|---|---|---|
| | Resources:<br>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. | |

**Request for a New Program or Course**

Signature of Principal: _____ Date: 10/3/23

Signature of Dept. Chair (if applicable): _____ Date: 10/3/23

Title of Proposal: Basic Life Support in CPR/AED/First Aid
Person Submitting Proposal: Christine Benson
Curriculum Area: Health
Number of Credits/Level (if applicable): ½ Credit
Prerequisite Courses (if applicable): Health 1
Grade(s): 10-12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

**Basic Life Support in CPR/First Aid/AED would give students in grades 10-12 the opportunity to learn life-saving skills and gain knowledge in first responder careers such as, EMT/Paramedics, Law Enforcement Officers, Firefighters and the Military.**

**Students will learn basic anatomy and physiology relating to the cardiovascular and respiratory systems in addition to learning about illness and injury that result in cardiac arrest, respiratory distress/arrest, and other types of illnesses and injuries.**

2. **Describe the Current Situation and why the new proposal seems needed**. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

**This course would allow students to learn in depth knowledge and skills relating to emergency response and apply learned skills to real life scenarios. The American Red Cross's Basic Life Support course includes lifesaving skills for infants, children, and adults in breathing and cardiac emergencies relating to illness and injury. This course would give students the opportunity to learn from guest speakers in the emergency response field including: EMTs/Paramedics, Police Officers, Firefighters and Military First Responders. Students would gain life-saving knowledge and skills while also learning about first responder career pathways.**

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

B. Will it have an impact on other students, if so how?

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

D. What is the impact of this proposal on staffing?

**PE/Health teachers who are not certified by the American Red Cross would need to attend instructor training and maintain certification.**

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

**Possibly. If there was more than one section per semester, the classes would work best back to back to accommodate guest speaker scheduling.**

F. Are there space implications associated with the program/course?

**Due to the size of the classroom, the max number of students per class would be set at 20.**

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

**I don't think it would impact the classes currently offered.**

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

Update CPR equipment (feedback mannequins and new trainer AEDs)

B. What current materials will need replacement?

CPR/AED/First Aid Equipment

C. Are there staffing needs required because of the resources?

Maintain certification requirements

D. Would there be specific needs for materials for SPED or ELL?

E. Is specialized training required for staff?

American Red Cross Instructor Certifications (CPR/First Aid/AED and Basic Life Support)

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Christine Benson and Jason Arnauckas

6. Develop a projected budget of impact costs for three years and show below.

| **Description** | **Year 1** | **Year 2** | **Year 3** | **Total** |
|---|---|---|---|---|
| Cost of Texts | | | | |
| Supplies | $700 | | | |
| Professional Development | | | | |
| Curriculum Writing | $745 | | | |
| Staffing | | | | |

| | | | | |
|---|---|---|---|---|
| Other (identify) | | | | |
| **Total** | $1445 | | | $ 1445 |

Additional explanation of budget impact (if needed):

| |
|---|
| We recently purchased 4 new mankins so we can start with no additional costs if needed. |

**Request for a New Program or Course**

Signature of Principal: _____ Date: 10/3/23

Signature of Dept. Chair (if applicable): _____ Date: 10/4/23

Title of Proposal: Concert Chorus
Person Submitting Proposal: Rebekka Rosen
Curriculum Area: Music
Number of Credits/Level (if applicable): 1 Prerequisite Courses (if applicable): -
Grade(s):9-12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Connecticut State Board of Education (CSBE) believes that arts learning should occur through education focused on the whole child. As music educators, we aim to foster our students into artistically-literate citizens who are well equipped with the creativity, communication, and critical thinking skills. An artistically-literate citizen has the knowledge, skills, and understanding to actively engage in the arts throughout their lives. All students should have the opportunity to be involved in music. To be involved with music is to discover the world of understanding not only one's self, but all people. Through participation in a performing group, students become aware of the impact of human response and emotions in addition to gaining a great deal of knowledge of music literacy.

The choral music program at New Milford High School aims to provide students with the fundamentals of healthy vocal technique in addition to improving their ear-training skills, sight-singing ability, ensemble skills, communication skills, and overall musicianship.

Currently the NMHS chorus program is made up of Chorus HC (half credit) and Advanced Chorus. This proposal aims to create a full year alternative to Chorus HC so students can engage with their learning and thus grow their skills at a significantly greater extent than what is possible with the half year experience. The full year Concert Chorus class will be the equivalent to the Concert Band class currently offered in our instrumental music program. It will be a class open to all students, grades 9-12, with a passion for singing. Throughout their year in this standards based course, students will have the opportunity to develop technical and expressive skills as they create, connect, respond, and perform a wide variety of music.

2. **Describe the Current Situation and why the new proposal seems needed**. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

*Rationale for adding a full-year class:*

The chorus program has changed a great deal since I began teaching here in February 2021. In February 2021 my smallest concert chorus class had three students in it, as of the submission of this proposal the smallest concert chorus class has twenty-five enrollments. From last year to this year alone the program has increased by 27%. This is largely due to the new experiences that have been able to be offered to students with the majority of Chorus HC students registering to take the class for two semesters.

I have engaged in many conversations about the pros and cons of offering students a full or half year of chorus. While I believe the best musical experience for students would be only to offer a full year class (as is the only option with instrumental music), through collaboration with Dr. Meg Dwyer, I understand the scheduling constraints that only having a full year class offered would have on a population of our students. For this reason, I believe that offering *both* a half and full year option of Concert Chorus will best serve the needs of our students and school community at this time.

*Current issues within the scheduling on PowerSchool:*

As of now, the vast majority of chorus students opt to take chorus for a full year, they accomplish this by asking for a half year of chorus and then Meg Dwyer, the guidance department, and I manually work to add students to a second semester of chorus as able. Following up from conversations with Assistant Superintendent Holly Hollander, submitting this proposal is the best way to begin working towards a solution that will streamline the course selection process logistically while also clarifying the differences in engagement and learning goals.

NMHS's instrumental music program thrives for many reasons, one being the year long commitment students make to their craft. This proposal would create more equity in our department and within our music course offerings in general.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

There are many students who take Chorus HC for two semesters. Registering for a full year of Concert Chorus will formalize this choice and make it easier for students to select this class at registration. This will greaten the chances of students being able to register for a full year of chorus before PowerSchool creates the master schedule, eliminating as many scheduling issues as possible.

B. Will it have an impact on other students, if so how?

We offer several musical electives at NMHS. Some are performance based while others as not. Creating this change will help students understand the commitment of being part of the choral program as they understand about the instrumental music program.

At the time of this proposal submission, the intention remains for students to be able to register for Chorus HC as well.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

N/A

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

There is limited availability for electives within the high school. Additional graduation requirements are added, students have to choose which classes best fit their needs. This plan is meant to help music students wishing to take a full year of chorus do so. The music department will continue to work with guidance and our admin team to come up with the best solutions for our students as was done before formalizing this proposal.

F. Are there space implications associated with the program/course?

N/A

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Students are able to take electives based on what courses they need to graduate. In that way students must choose the electives that best fit their needs from each department.

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

No

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

Modifications would be the same as for Chorus HC and Advanced Chorus Honors.

E. Is specialized training required for staff?

No.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Rebekka Rosen will write curriculum this year to be implemented in the 2024-2025 school year.

6. Develop a projected budget of impact costs for three years and show below.

There is no projected budget impact.

**Request for a New Program or Course**

Signature of Principal: _____ Date: 10/3/23

Signature of Dept. Chair (if applicable): _____ Date: 10/3/23

Title of Proposal: Exercise Physiology
Person Submitting Proposal: Mason Flynn
Curriculum Area: Health/PE
Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): Anatomy I
Grade(s): 10-12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This is a course that addresses the science of exercise physiology. The course teaches students the anatomy, physiology, and kinesiology related to exercise science. Students learn how to write exercise programs and will apply the knowledge and skills to training plans they will implement and practice in the weight room. This course will benefit students who are interested in a career in Strength and Conditioning, or Sports Medicine. Additionally, this course is advantageous for students interested in their personal health.

2. **Describe the Current Situation and why the new proposal seems needed**. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The field of Sports Medicine is growing at a rapid rate with potential for future career paths for our students. This gives students the opportunity to learn and apply skills they can use for the duration of their life.

3. **Forecasted impact of change** (use attachment if more space is needed):
   A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Students will learn and be able to apply information and skills related to exercise science. This will benefit their health and will give an opportunity to learn critical information for Sports Medicine careers.

B. Will it have an impact on other students, if so how?

N/A

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students who are currently taking Sports Medicine classes will be enriched with more information and skills that will help in a career of Sports Medicine.

D. What is the impact of this proposal on staffing?

This will not have a significant impact on staffing.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This class cannot be scheduled during the same time as the Boot Camp class being proposed by Sean Murray.

F. Are there space implications associated with the program/course?

This class will be taught in the weight room.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will also increase enrollment for Anatomy and Physiology classes.

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

New Technology is not required.

B. What current materials will need replacement?

Equipment will need to be maintained but not replaced.

C. Are there staffing needs required because of the resources?

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

Staff should have certifications and/or experience in Strength and Conditioning.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Curriculum writing will be completed by current Health and PE staff as soon as possible.

6. Develop a projected budget of impact costs for three years and show below.

| **Description** | **Year 1** | **Year 2** | **Year 3** | **Total** |
|---|---|---|---|---|
| Cost of Texts | | | | |
| Supplies | | | | |
| Professional Development | | | | |
| Curriculum Writing | $745 | | | |
| Staffing | | | | |
| Other (identify) | | | | |
| **Total** | $745 | | | $745 |

Additional explanation of budget impact (if needed):

NO ADDITIONAL SUPPLIES NEEDED.

The exercise physiology course would differ from the sports med course in the following way.

Sports Medicine focuses more on injury diagnosis and treatments to such injuries.

The Exercise Physiology course would be focusing on the body's functioning, kinesiology and sport performance. This course would also utilize the weight room and outdoor facilities to have a more hands on approach for student application in the learning process.

**Request for a New Program or Course**

Signature of Principal: _____ Date: 9/28/23

Signature of Dept. Chair (if applicable): _____ Date: 9/29/23

Title of Proposal: Explorations in Science
Person Submitting Proposal: Nick Lauzon and Sara Del Mastro
Curriculum Area: Science
Number of Credits/Level (if applicable): 0.5/CP
Prerequisite Courses (if applicable): Integrated Science and Biology
Grade(s): Senior

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Explorations in Science course will provide seniors who need additional credits in STEM a chance to learn about a range of science topics across the three major disciplines of the NGSS, life, physical, and earth science. Course content will be tailored to students' interests to foster maximum engagement. The course will be student centered and focus on providing hands-on learning activities that reinforce NGSS science skills to meet the needs of the non-traditional student. This course will also serve as a way to support science inquiry and literacy skills for students who have struggled in the past in science courses.

2. **Describe the Current Situation and why the new proposal seems needed**. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

NMHS offers many Honors/AP level science electives but in order to meet the needs of all of our learners additional CP science elective classes are needed to provide more opportunities for students to earn the required STEM credits needed to graduate.

3. **Forecasted impact of change** (use attachment if more space is needed):
   A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The students taking the Explorations in Science class will benefit from having a class tailored to what they are interested in as many of these students have not seen success in science courses in the past. This course will also expose students to and encourage the exploration of different career paths.

   B. Will it have an impact on other students, if so how?

Other CP science elective courses may experience class sizes being slightly smaller which only

promotes stronger teacher-student relationships.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This will be an additional science class for upperclassmen who are looking to earn more STEM credits. It should not negatively affect current students in any way.

D. What is the impact of this proposal on staffing?

No additional staffing would be needed at this time. It will most likely replace a section of a different science elective.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No, but ideally should be taught in a lab room

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Other CP class sizes may decrease

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

No, the current science lab equipment will be shared within the department.

B. What current materials will need replacement?

No, replacement materials are necessary and open source textbook resources will be utilized. OpenStax has a variety of science texts available to meet the potential content areas being studied.

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Nick Lauzon and Sara Del Mastro, early 2024

6. Develop a projected budget of impact costs for three years and show below.

| **Description** | **Year 1** | **Year 2** | **Year 3** | **Total** |
|---|---|---|---|---|
| Cost of Texts | | | | |
| Supplies | | | | |
| Professional Development | | | | |
| Curriculum Writing | Cost of writing a semester course | | | |
| Staffing | | | | |
| Other (identify) | | | | |
| **Total** | | | | |

Additional explanation of budget impact (if needed):

# Request for a New Program or Course

Signature of Principal: _____ Date: 10/2/23

Signature of Dept. Chair (if applicable): _____ Date: 10/2/23

Title of Proposal: French IV/V CP

Person submitting Proposal: Stephanie Acheson

Curriculum Area: French

Number of Credits/Level (if applicable): Click or tap here to enter text.

Prerequisite Courses (if applicable): French III CP/French IV CP

Grade(s): 11-12

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The course is a combined French IV-CP and French V-CP course with a two-year rotating curriculum. Two distinct curriculums will be written. One curriculum will be offered each year with a proficiency objective of Intermediate-Low+ for the French IV-CP students and Intermediate-Mid for the French V-CP students. Classes will meet together but transcript and PowerSchool will list class as either French IV-CP or French V-CP.

2. **Describe the Current Situation and why the new proposal seems needed**. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

This course resolves several issues while not requiring additional FTE. Senior French students not prepared to continue at the AP level are unable to continue with French their Senior year. Many students would like to continue for their enjoyment of the subject. In addition, universities look more favorably on students the more years of World Language they take in High School. It would also allow our CP students an additional year of practice for the Seal of Biliteracy, possibly adding to the number of NMHS students graduating with the Seal. In a survey sent to current and past IV-CP students, 7/10 responded and 7/7 responded that they would have taken French as Seniors had a V-CP course been offered.

This course would also resolve the issue of what to do with the 4-CP students the years there are not enough students to warrant their own class. These students have historically been put with the 4-H students. There is some benefit in continuous integration starting at level 1 however this has not been the case in the French program at NMHS. The CP and H classes have been separate in levels 2 and 3. By the time they reach level 4, the difference is quite significant. Continuing with separate sections would allow the 4H students to really be challenged in preparation for AP, while being able to better support our CP students. Our experience and evidence shows combined CP with H in year 4 can lead to demoralization or drop out for less advanced students. The opposite seems to be true when IV and V CP are together. Having taught a combined IV/V-CP course for many years, the experience showed that these two (fairly similar) levels work wonderfully together. Being with the V-CP students challenges the IV-CP students, while not intimidating them or lowering their self-esteem. Being with the IV-CP students gives the V-CP students confidence (which many don't often feel in their classes) while preventing some "senioritis", as the Juniors are often in a different mind-set.

This course will allow our CP students to be more competitive in their college applications while also allowing them to pursue their interests and improve their self-esteem.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course will allow our CP students to be more competitive in their college applications while also allowing them to pursue their interests and improve their self-esteem.

B. Will it have impact on other students, if so how?

This course will also positively impact the IV-H students as they will be exposed to a more rigorous curriculum when they are not combined with the IV-CP students.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

The course will build upon the precedent of offering two separate courses within the same class when the student population cannot support each course individually. For example, German IV and German AP being taught together.

D. What is the impact of this proposal on staffing?

Since the district is prepared every year to offer a 4-CP course when there are enough students to populate a separate class, the addition of the V-CP into an existing course will not add any FTE.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This course offers greater access to more and level-appropriate French courses in the district. Students currently in 3CP, 4CP and 4H can select this course, as appropriate.

F. Are there space implications associated with the program/course?

N/A

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

I don't believe this would affect other programs, as we are talking about a fairly small number of students.

4. **What resources are required for the program?**

A. Is there a need for new technology? If so, please explain. N/A
B. What current materials will need replacement? N/A
C. Are there staffing needs required because of the resources? N/A
D. Would there be specific needs for materials for SPED or ELL? N/A
E. Is specialized training required for staff? N/A

**Who will be involved in curriculum writing and when does one envision it will occur?**

The year 1 curriculum of the course has already been written. Year 2 could be done in the Spring or Summer of 2024 in preparation for the 2024-2025 school year.

5. **Develop a projected budget of impact costs for three years and show below.**

| **Description** | **Year 1** | **Year 2** | **Year 3** | **Total** |
|---|---|---|---|---|
| Cost of Texts | $500 | $500 | Click or tap here to enter text. | Click or tap here to enter text. |
| Supplies | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Professional Development | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Curriculum Writing | $1200 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Staffing | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Other (identify) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Total** | $1700 | $500 | $0 | $0 |

Additional explanation of budget impact (if needed): N/A

**Request for a New Program or Course**

Signature of Principal: _____ Date: 10/3/23

Signature of Dept. Chair (if applicable): _____ Date: 10/3/23

Title of Proposal: **Nutrition and Wellness**
Person Submitting Proposal: **Christine Benson**
Curriculum Area: **Health**
Number of Credits/Level (if applicable): **.5**
Prerequisite Courses (if applicable): **Health 1**
Grade(s): **10-12**

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

**Nutrition and Wellness is a course that includes a holistic approach to wellness which recognizes that the foundation for optimal health begins with a health promoting diet. Students will learn how nutrition affects the whole person, including one's physical, mental, emotional, social, intellectual, and occupational wellness.**

2. **Describe the Current Situation and why the new proposal seems needed**. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

**Nutrition impacts overall health and wellness. At the moment, students only receive a couple weeks of content and skills in nutrition in Health 1 class. However, to truly understand how nutrition can impact overall health, including mental and physical health, it requires in depth knowledge.**

**This course would give students the opportunity to learn the following: history of industrial agriculture and food industry, creating a healthy mindset with food, mindful eating, macro and micro nutrients, metabolism, blood sugar balance, quality of food, and dimensions of wellness.**

**Students would also be given the opportunity to create a Nutrition and Wellness campaign to our school community which they can collaborate with another class from another department.**

**Also, this course would welcome local community members and professionals to guest speak in**

**order to enhance the knowledge of our students about nutrition and wellness.**

3. **Forecasted impact of change** (use attachment if more space is needed):
   A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

   B. Will it have an impact on other students, if so how?

**No**

   C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

   D. What is the impact of this proposal on staffing?

**If approved, an additional Health teacher to cover teaching Health 1 or Health 2**

   E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

**No**

   F. Are there space implications associated with the program/course?

**No**

   G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

**I don't foresee this affecting any other courses offered**

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

**No**

B. What current materials will need replacement?

**None**

C. Are there staffing needs required because of the resources?

D. Would there be specific needs for materials for SPED or ELL?

**No**

E. Is specialized training required for staff?

**Professional development in nutrition and wellness**

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

**Christine Benson and Sarah Swann**

6. Develop a projected budget of impact costs for three years and show below.

| **Description** | **Year 1** | **Year 2** | **Year 3** | **Total** |
|---|---|---|---|---|
| Cost of Texts | | | | |
| Supplies | | | | |
| Professional Development | $150 | $150 | | |
| Curriculum Writing | | | $745 | |
| Staffing | | | | |
| Other (identify) | | | | |
| **Total** | $150 | $150 | $745 | $1045 |

Additional explanation of budget impact (if needed):

No costs needed to run the program. PD if available to have a staff member network and research other Nutrition Programs/Seminars.

**Request for a New Program or Course**

Signature of Principal: _____ Date: 10/3/23

Signature of Dept. Chair (if applicable): _____ Date: 10/3/23

Title of Proposal: PE Boot Camp
Person Submitting Proposal: Jason Arnauckas
Curriculum Area: Physical Education
Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): .5
Grade(s): 11/12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course is for the student looking to take a career path in the military, police or fire professions. It will also be great for the fitness enthusiast that wants to have a challenging workout. The semester will be divided into thirds and students will train and prepare to take a version of the police and fire tests, as well as, go through a mock boot camp. Guest speakers from Police, Fire and Army will be invited to speak to the students.

This course will relate to standards 1 through 5.

2. **Describe the Current Situation and why the new proposal seems needed**. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

This will give upperclassmen an opportunity to earn PE credit in a different PE setting from traditional team sport, recreation and lifetime activities that are offered for the the whole school and base course to earn pe requirement.

3. **Forecasted impact of change** (use attachment if more space is needed):
   A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Great opportunity for students looking to have a more intense workout program and prepare for future in police, fire and military.

B. Will it have an impact on other students, if so how?

This course will not impact the other students/pe classes.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

No impact

D. What is the impact of this proposal on staffing?

No impact.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No conflicts as this program will utilize a variety of areas to fulfill training requirements.

F. Are there space implications associated with the program/course?

No. Use of weight room, dance room, both gyms and outdoors

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will help reduce class sizes in some of the larger classes. It will also eliminate 4 PE classes on at the same time

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

none

B. What current materials will need replacement?

none

C. Are there staffing needs required because of the resources?

no

D. Would there be specific needs for materials for SPED or ELL?

no

E. Is specialized training required for staff?

no

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Jason Arnauckas and Sean Murray - Year 2

6. Develop a projected budget of impact costs for three years and show below.

| **Description** | **Year 1** | **Year 2** | **Year 3** | **Total** |
|---|---|---|---|---|
| Cost of Texts | | | | |
| Supplies | | | | |
| Professional Development | | | | |
| Curriculum Writing | | $745 | | |
| Staffing | | | | |
| Other (identify) | | | | |
| **Total** | 0 | $745 | 0 | $745 |

Additional explanation of budget impact (if needed):

No supplies or equipment needed to run this program. Use of our weight room and outdoor facilities are sufficient.