

## Southington Board of Education Meeting

Thursday, February 19, 2026 6:30 PM  
John Weichsel Municipal Center Public Assembly Room  
200 North Main Street  
Southington, CT 06489



### COMMITTEE OF THE WHOLE

1. CALL TO ORDER
2. Executive Session
  - a. Student Matter
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence
  - a. Connecticut Region Scholastic Art Award - Brianna Moos
6. Approval of Minutes
  - a. January 22, 2026
  - b. January 29, 2026
  - c. February 5, 2026
7. Public Communications
  - a. Communications from Student Board Representatives
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Public - Agenda Items Only
8. Committee Reports
  - a. Districtwide Facilities Committee Meeting - January 27, 2026
  - b. Policy and Personnel Committee - January 27, 2026
  - c. Curriculum and Instruction Meeting - January 28, 2026
9. Superintendent's Report
  - a. Personnel Report
10. Old Business
  - a. Town Government Communications
  - b. Adoption of Districtwide Facilities Committee Recommended Master Facility Plan
11. New Business
  - a. Approval of Out of State / Overnight Field Trips
    1. SHS - Knights Around the World/Grades 9-12 - Amsterdam/Brussels/Paris
    2. SHS - Spanish Students Grades 10 through 12 - Costa Rica
    3. SHS - Southington DECA - Atlanta, GA
  - b. Leonard & Gladys Joll Scholarship Committee Appointment
  - c. Approval of Educational Specifications for Roof Projects
    1. Hatton Elementary School
    2. Strong Elementary School

3. Thalberg Elementary School
  - d. Policy 1312 - Public Complaints - REVISED - First Reading
  - e. Policy 3432 -Budget and Expense Report/Annual Financial Statement - REVISED - First Reading
  - f. Policy 4100- Hiring of Staff - NEW/REPLACEMENT - First Reading
  - g. Policy 4105- Effective Staff Recruitment and Retention - NEW/REPLACEMENT - First Reading
  - h. Policy 5113 - Attendance, Excused Absences and Truancy - REVISED - First Reading
  - i. Approval of Job Descriptions
    1. High School Department Leader - REVISED
    2. High School Assistant Department Leader - REVISED
  - j. SHS Agricultural Science - Intro to Mechanics - REVISED Curriculum - First Reading
  - k. SHS Agricultural Science - Intro to Small Animals - REVISED Curriculum - First Reading
  - l. SHS Agricultural Science - Intro to Large Animals - REVISED Curriculum - First Reading
  - m. MS Digital - REVISED Curriculum - First Reading
  - n. MS Health - REVISED Curriculum - First Reading
  - o. SHS - Unified Physical Education - NEW COURSE PROPOSAL - First Reading
  - p. SHS Electricity & Electronics Applications for STEM - REVISED Curriculum - First Reading
12. Public Communications
  - a. Public
13. Adjournment

*The minutes presented within the document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at <https://www.southingtonschools.org>. These minutes are considered a draft until approved at the following regular Board of Education Meeting.*

## **SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT**

### **Regular Meeting**

#### **Committee of the Whole**

January 22, 2026, at 7:00 PM

John Weichsel Municipal Center Public Assembly Room

200 North Main Street Southington, CT 06489

### **1. CALL TO ORDER**

Mr. Oshana called the regular meeting to order at 7:01 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead

Cabinet Members Present: Mr. Steven Madancy, Superintendent; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Mrs. Amy Aresco, Interim Pupil Services Director

Student Board Representatives Present: Mr. Ethan Hoffman, Mrs. Arshi Roy, Mr. Samrath Singh

### **2. Pledge of Allegiance**

### **3. Celebration of Excellence**

#### **a. Wheeler/Young VFW Post #201 State Teacher of the Year - Gretchen Yatzook**

Mr. Madancy explained how Mrs. Yatzook won the following awards:

- Wheeler/Young VFW Post #201 Teacher of the Year
- VFW District #2 Teacher of the Year
- VFW State Teacher of the Year.

Congratulations Mrs. Yatzook for your well-deserved recognition.

Mr. Oshana explained this award is part of a National VFW Citizen Education Teacher Award Program recognizing educators who teach Patriotism, American History and Civic Responsibility. The judging criteria is:

- Citizenship: encouraging community involvement.
- Innovation: using new tools and methods for engaging students.
- Resources: tapping into outside resources. (i.e. speakers, museums ...)
- Passion: a passion for demonstrating enthusiasm for teaching and success of students.

Mr. Oshana congratulated Mrs. Yatzook and presented her with a Certificate of Excellence.

Mrs. Yatzook thanked the Board of Education along with the VFW, her family, friends and colleagues. Mr. Murdzek started a tradition at Flanders Elementary School which she is able to continue years later with the support of her principal, Mrs. Guerrette. She indicated Southington is a large town but a small community and it is an honor to be able to reach out to veterans and to honor and thank them.

Mr. Oshana called for a recess at 7:05 pm.  
The meeting resumed at 7:11 p.m.

#### **4. Approval of Minutes - January 8, 2026**

**MOTION made by Mrs. Carmody and seconded by Mrs. Clark, "Move to approve the BOE Meeting Minutes for January 8, 2026." Motion carried 9-0.**

**Attachments: (1)**

#### **5. Public Communications**

##### **a. Communications from Student Board Representatives**

Mr. Hoffman gave the High School Report:

- January 22, 2026, was the last day of midterms, semester 2 will begin January 23, 2026.

Ms. Roy gave the District Report:

- Derynoski Elementary School will kick off its annual One School, One Book initiative.
- JFK 8th grader, Owen Warner has been selected as the recipient of the First Baptist Church Martin Luther King Jr. Award. Owen was recently recognized at school and will be formally honored during a ceremony at First Baptist Church.
- JFK recently finished with their winter music concerts
- JFK Unified Sports practices are now underway, with competitions scheduled to begin soon.
- JAD was featured on Channel 30 News last week for hosting a breakfast honoring approximately 40 first responders, including police officers, firefighters, and EMTs, in recognition of their service. Special thanks are extended to Mr. Madancy and Mrs. Aresco for attending the event.
- JAD 8<sup>th</sup> graders applied engineering skills during science classes by designing egg-drop projects alongside 6<sup>th</sup> graders who are also working on their STEM projects.
- A special thank you to Kevin Salmeri of the Southington Fire Department, who visited JAD last Friday to teach all 6th graders about heat transfer.
- JAD algebra students will be taking midterm exams on January 26, 2026.

Mr. Singh gave the Sports Report:

- The winter sports season is at the halfway point as teams prepare for the postseason.
- Girls Gymnastics and Boys Hockey teams remain undefeated.
- Goalie, Owen Doty is a finalist for the Connecticut High School Coaches Association Athlete of the Week
- Unified Sports Basketball Team scheduled to play at halftime of the girls basketball game on January 29, 2026, and the boys basketball game on February 9, 2026.
- Boys Basketball Team held a community fundraiser at their last home game, collecting many donations for Southington Bread for Life.
- Southington High School celebrated multiple school records broken:
  - Jason Kalwat – Shot Put
  - Katie Cavanaugh – 3000 Meters
  - Chimdi Ogbuagu – 55-Meter Dash
  - Walker Mierzejewski – 200 Meters
  - Cole Hinkley, Berenger Xavier, Walker Mierzejewski, and Chimdi Ogbuagu - 4 x 200 Meter Relay
- Congratulations to Southington High School alumni, Austin Florian for qualifying for Team USA in the Winter Olympics in the sport of Skeleton.
- Thank you to the Board Members who showed up at the Robotics Kick Off last Saturday.

b. Communications from Board of Education

No comment made.

c. Communications from Administration

Mr. Madancy spoke about the following

- A \$500 donation was received to help with the STELLAR store front.
- Elementary Project Update:
  - Kelly Elementary School and South End Build-Out.
  - District Wide Facilities meeting January 27, 2026.
  - Referendum date is set for May 4, 2026.
  - There will be an informational session held for Kelley School Parents
- Safety Breakfast at JAD on January 13, 2026.
- Former Southington student heading to Winter Olympics, Austin Florian.
- Archery Update:
  - Mr. Pepe was able to meet with Mr. Cusano and Mr. Loomis.
  - Outdoor Archery Unit options will be further discussed and presented at a Curriculum and Instructions meeting.
  - Security is okay with an Outdoor Archery Unit.

**Attachments: (1)**

- d. Communications from Public - Agenda Items Only  
No comment made.

## 6. Old Business

- a. Town Government Communications  
No comment made.
  
- b. Proposed 2026-2027 School Calendar - Second Reading  
**MOTION made by Mr. Baczewski and seconded by Ms. Cammuso, “Move that the Board of Education approve the revised Proposed School Calendar for the 2026-2027 School Year as presented.” Motion carried 9-0.**  
**Attachments: (1)**

## 7. New Business

- a. Approval of Out of State / Overnight Field Trips
  - 1. SHS Varsity Winter Guard - West Chester Township, OH  
**Motion made by Mrs. Carmody and seconded by Mr. Brown, “Move that the Board of Education approve the field trip request as presented by the administration.” Motion carried 9-0.**  
**Attachments: (1)**
  
  - 2. SHS Varsity Winter Guard - Bethlehem, PA  
**MOTION made by Mrs. Clark and seconded by Mr. Baczewski, “Move that the Board of Education approve the field trip request as presented by the administration.” Motion carried 9-0.**  
**Attachments: (1)**
  
- b. Southington High School Graduation Date  
**MOTION made by Mr. Brown and seconded by Mr. Baczewski, “Move that the Board of Education approve Thursday, June 11, 2026, as the date for the Southington High School graduation ceremony. Rain date will be Friday, June 12, 2026.” Motion carried 9-0.**  
Mrs. Clark asked why this decision was being made earlier than in years passed and what would happen if there were any snow days in the current school year.  
Mr. Madancy clarified that the graduation date needs to be decided in order to reserve vendors/venues and also that all students would need to make up any snow days except for the senior class.  
**Attachments: (1)**
  
- c. Board Member Roles & Responsibilities Presentation  
Mr. Oshana called up Mr. Richard Mills to give a presentation on Board Member Roles and Responsibilities. This presentation is usually given at a workshop in the

past, but Mr. Oshana thought it would be beneficial to be given at a Board Meeting so the public could hear it and rewatch it for understanding.

Mr. Mills spoke about the following:

- Respective Roles of Board Member and Administration
- Employee Performance and Conduct
- Rights and Authority of Board Members
- Duties of Board Members:
  - Confidentiality
  - Conflict of Interest
  - Due Process Hearings
- Role of Board Committees
- Code of Ethics: Bylaw 9271

Mr. Mills and the Board discussed multiple scenarios and how to handle them.

The Board Members thanked Mr. Mills for the refresher presentation for the Board member and the informational presentation for the public.

**Attachments: (1)**

**8. Public Communications**

a. Public

No public comment.

**9. Adjournment**

**MOTION made by Mr. Baczewski and seconded by Ms. Cammuso, “Move to adjourn.” Motion carried 9-0.**

Meeting adjourned at 8:23 p.m.

Respectfully submitted,



Recording Secretary

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**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT  
SPECIAL Meeting  
Committee of the Whole**

January 29, 2026, at 7:30 PM

John Weichsel Municipal Center Public Assembly Room  
200 North Main Street Southington, CT 06489

**1. CALL TO ORDER**

Mr. Oshana called the special meeting to order at 7:30 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown,  
Ms. Lisa Cammuso, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark,  
Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead

Cabinet Members Present: Mr. Steven Madancy, Superintendent; Mr. Frank Pepe,  
Assistant Superintendent

**2. Executive Session**

**MOTION made by Mr. Baczewski and seconded by Mrs. Clark “Move to go into Executive Session, excluding the public and the press, for the purpose of discussing student matters; upon conclusion reconvene the public session.” Motion carried 8-0.**

Executive Session began at 7:31pm

Mr. Madancy and Mr. Pepe were invited to join the meeting.

a. Discussion concerning student matter.

Executive session ended at 7:49pm

**3. Reconvene Special Meeting**

**4. Adjournment**

**MOTION made by Mr. Baczewski and seconded by Mrs. Clark, “Move to adjourn.” Motion carried 9-0.**

Meeting adjourned at 7:53 p.m.

Respectfully submitted,

*Dawn Anastasio-Derynoski*

Recording Secretary

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**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT  
Special Meeting**

February 5, 2026, at 7:15 PM

John Weichsel Municipal Center Public Assembly Room  
200 North Main Street Southington, CT 06489

**1. CALL TO ORDER**

Mr. Oshana called the regular meeting to order at 7:15 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown,  
Ms. Lisa Cammuso, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark,  
Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead

Cabinet Members Present: Mr. Steven Madancy, Superintendent; Mr. Frank Pepe,  
Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance;  
Mrs. Amy Aresco, Interim Pupil Services Director

**2. Pledge of Allegiance**

**3. Appointment of New Pupil Services Director**

**MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, “Move to approve Amy Aresco as the new Director of Pupil Services at the annual salary of \$179,689 for the 2025-2026 academic year, effective February 6, 2026.”**

**Roll Call:**

- **Mr. Baczewski: Yes**
- **Mr. Brown: Yes**
- **Ms. Cammuso: Yes**
- **Mrs. Carmody: Yes**
- **Mr. Carson: Yes**
- **Mrs. Clark: Yes**
- **Mrs. Derynoski-Anastasio: Yes**
- **Mr. Oshana: Yes**
- **Mr. Whitehead: Yes**

**Motion carried 9-0.**

**Attachment (1)**

Mrs. Aresco thanked the Board Members for having the confidence in her and in her ability to lead the Pupil Services Department. She is going to have the opportunity to implement her vision for continuing to promote excellence for the students and the

services provided to them along with partnering with families and school teams. She looks forward to connecting with Southington families in the near future. She also thanked her family for their support.

Mr. Oshana called for a recess at 7:17 p.m.

The meeting resumed at 7:27 p.m.

#### **4. Review / Adoption of Board of Education 2026 - 2027 Operating Budget**

Ms. Cammuso indicated the proposed Superintendent's Budget includes moving four special education teachers funded through NEXUS into the Operating Budget. She proposed only moving two teachers funded through NEXUS into the Operating Budget; the other two would continue to be funded through NEXUS. This would be a reduction of \$112,000 to the Operating Budget.

**MOTION made by Ms. Cammuso and seconded by Mr. Brown, "Move to approve the 2026-2027 Board of Education Budget in the amount of \$130,187,074 which amounts to a 6.8% increase."**

The Board Members expressed their concerns and opinions on the proposed Operating Budget:

Mr. Carson believes a new FTE social worker should not be included in the Operating Budget and social workers' roles within the district should be further discussed with a plan for funding them. He also indicated that there is a lot of work to be done with Self Insurance. The Self Insurance Committee no longer exists, but hopefully hundreds of thousands of dollars can be taken out of that line item. He is not okay with a 6.8% increase in the Operating Budget. Transportation is a very large line item in the budget and should be looked at as an opportunity to be reduced.

Mr. Baczewski thanked the Administration for the transparency of the Operating Budget. He believes moving the two positions back into the NEXUS funding is the right thing for right now. He understands the need to keep class sizes small for the elementary schools and the increase in special education staffing. He agreed with Mr. Carson on removing the FTE social worker out of the Operating Budget. He believes social workers in the schools are a necessity, but the money could be better spent elsewhere. Examples: World Language being introduced into elementary schools or providing preventative education for parents and/or teachers on how to deal with issues.

Mr. Brown is in favor of the original motion seeing as it is a time where there is an increase of a wide range of student issues: social emotional issues, substance abuse and suicide attempts. Social workers are trained to help students in a different way than police officers. He agrees parents need to be educated but the Board of Education needs to provide an Operating Budget that funds adequate and quality

education for students. Other Boards' jobs are to deal with the financial aspect. Mr. Brown implied staff are also being stretched as there are not enough employees to help the students.

Mrs. Clark indicated schools are being asked to do more with less support each year. Students need services and staff need relief; the Board of Education needs to look at what is actually feasible for the community. The state is helping less, and it is not fair to the taxpayers; the Board of Education can't afford everything they want and need for the students. What can the community afford is the big question.

Mr. Whitehead believes there needs to be a closer look with the partnerships outside of the Southington School System i.e. CREC and Farmington Diagnostics. It is very costly to outplace students; Southington should acquire more FTE's within our school system for special education. Mr. Whitehead also believes there could be a cost savings with Transportation and the Self Insurance.

Mrs. Carmody believes a social worker is very important for helping students with social and emotional problems. Students are experiencing these issues at an earlier age; not all parents have the training or knowledge on how to deal with addressing the issues. Adding a social worker to the district is a start to helping with the problem.

Mr. Brown explained that cutting the cost of transportation was taken into consideration. The issue arose that if transportation costs were cut, students would end up being on a bus for longer than 30 minutes. Transportation is continuously being monitored to cut cost where they can. He also indicated a lot of money has been saved over the past 10 years by bringing students back into the district from outplacement when we can and this should continue to happen. Mr. Brown does not agree with cutting costs for Self Insurance as we don't know what is to come in the future.

Mr. Carson wanted to bring awareness that the building of new facilities is a big responsibility. The town mill rate and taxes are affected by the Operating Budget. The Board is going to be going out to referendum to ask for more money for new school buildings. He wants the community to be cognizant of what the future years have to come. Money is coming from local taxpayers due to state funding continuing to decrease. The Board needs to look into other funding options to help with the bigger picture.

Mr. Oshana informed everyone that currently there is one social worker for 486 students. With the addition of one social worker to the Operating Budget, the ratio would decrease to one social worker for 453 students. Southington is a lucky community because it has involved parents; he is not sure every parent is prepared to deal with some of the things today's society is putting on our students. Adding one

social worker is not going to resolve problems for good, but it will help service our students, teachers and the community. Mr. Oshana also agrees that bringing students back into the district from outplacement should be a main priority. It would be a cost savings to service Southington's students in Southington Schools. The Self Insurance Committee is another consideration of where funds could be saved.

Mr. Baczewski suggested pulling all four FTEs out of the Operating Budget and keeping them in the NEXUS funding; the social worker would continue to stay in the Operating Budget.

Mrs. Mellet shared by removing \$224,000 it would bring the total Operating Budget to \$130,075,074 with a 6.71% increase.

Mr. Oshana asked about the NEXUS funding. Mrs. Mellet explained the billings that fund the NEXUS positions come from the services that are provided to the Open Choice students. The City of Hartford is billed for the services that are provided to the Open Choice students; it is fully dependent on the actual needs of the individual students. There is never an exact number until the students show up in classrooms in the fall. The number of Open Choice students has decreased over the years due to trying to keep elementary class sizes at a certain amount. There are about 62 students for this school year.

Mr. Carson proposed hypothetically that we could admit more students through the Open Choice program if the seats were made available. Mr. Madancy explained NEXUS is an unfunded liability; there is always a risk. The timing is difficult due to when the lottery occurs and when the number of seats available needs to be declared. Mr. Madancy has recently brought this issue forward to the new Executive Director of CREC.

Mrs. Mellitt pointed out for anyone looking at the budget book, on the front page there is a summary showing over \$1,000,000 was collected in rental and tuition appropriations related mainly to NEXUS. A very large overage of that is offset in the purchased services line indicating what is paid back to CREC.

**AMENDED MOTION - made by Ms. Cammuso and seconded by Mr. Brown, "Move to approve the 2026-2027 Board of Education Budget in the amount of \$130,075,074 which amount to a 6.71% increase."**

- **Mr. Baczewski: Yes**
- **Mr. Brown: Yes**
- **Ms. Cammuso: No**
- **Mrs. Carmody: Yes**
- **Mr. Carson: Yes**
- **Mrs. Clark: Yes**

- **Mrs. Derynoski-Anastasio: Yes**
- **Mr. Oshana: Yes**
- **Mr. Whitehead: No**

**Motion carried 7-2.**

**Attachment (1)**

## **5. Elementary Construction Project**

Due to the time sensitive nature leading up to the referendum, Mr. Madancy spoke about the reimbursement rate and how that is dependent on the space standard. The maximum reimbursement rate for Southington is 50%. If the project stays with the current school configuration, a new Kelley School and South End School buildout, the space standard for Kelley will not be met because the size of the school will be higher than the enrollment. A school consolidation and redistricting would put the other seven schools between 85%-90% for the usage rate and meet the space standard for Kelley.

A request was made to present the Kelley and South End buildout project to the community but also provide a future looking plan as to what comes next with other two schools related to the debt service. A school consolidation project would allow the district to maintain balance in enrollment in schools across the district while also looking at the debt service. Scenario D2 was previously determined to be the best option.

At the meeting on May 8, 2025, phase one of scenario D2 was adopted. In order to go to referendum, the council had requested that a plan be put forward that addresses the future of the other two schools as well. All of the information about Scenario D2 is available on the district website. Mr. Madancy would like to see a motion and action to be taken at the next Board of Education Meeting on February 19, 2026.

Mr. Oshana indicated this project was started back in 2019. It went from a Board of Education Committee to a Districtwide Facilities Committee. A unanimous decision was made regarding Scenario D2 being the best option.

Mr. Paul Chaplinsky, Town Council Chairperson, and a member of the Districtwide Facilities Committee asked for the plan to be publicly laid out for the community. A decision by the Board of Education will allow the other Boards to put in motions to take action and decide on what to do with the school buildings. He indicated there is a financial factor and the community will appreciate having a transparent decision with a strategy in place.

Mr. Oshana reminded the public that on the website there is a section for the Districtwide Facilities Committee. This page includes presentations, data, and a breakdown of all the phases of Scenario D2.

Mr. Whitehead and Mr. Carson asked for clarification of the full plan for Scenario D2.

Mr. Madancy indicated Scenario D2 incorporates the buildout of Kelley and South End finishing in the summer of 2029 and then redistricting would occur over seven schools; Flanders would be closed. The next step would be to bring Derynoski forward for referendum. A master plan would make the grant application more viable.

**6. Adjournment**

**MOTION - made by Mrs. Clark and seconded by Ms. Cammuso, "Move to adjourn." Motion carried 9-0.**

Meeting adjourned at 8:28 p.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Justice Hudson".

Recording Secretary

Board of Education  
Administrative Report  
February 19, 2026



1. Legislative Breakfast
2. Governors Budget
3. Tennis Court and Parking Project
4. DECA
5. SLOPER PLUNGE



## DISTRICTWIDE FACILITIES COMMITTEE MEETING MINUTES

**Tuesday, January 27, 2026 - 4:00 p.m.**

**Virtual Meeting via Zoom**

**Present:** BOE Members – Zaya Oshana - Chairperson, Lisa Cammuso, Colleen Clark; Town Council Chair - Paul Chaplinsky; P&Z Member – Robert Britton;; SPS Superintendent – Steven Madancy;; Director of Business & Finance - Jen Mellitt

**Absent:** Town Manager - Alex Ricciardone, Director of Operations – Peter Romano; Board of Finance Secretary - Ed Pocock Jr

**Guests:** Charles Warrington & John Koplak, Colliers

Meeting called to order at 4:30pm.

The Public Facilities Committee met to review the status of the district’s school facilities planning and to identify remaining decisions and information needed to advance a school construction project to a town referendum. The discussion focused on alignment between the district’s facilities plan, state school construction grant requirements, enrollment projections, and Town Council expectations for bonding authorization.

The committee reviewed prior actions taken in the spring. On April 1, the Board received presentations on facilities usage, enrollment projections, and a “do nothing” cost baseline for the elementary schools. Follow-up discussion occurred at an April 24 workshop. On May 8, the Board unanimously approved Phase 1 of the facilities plan, consisting of construction of a new Kelley Elementary School and an expansion of South End Elementary School, with the intent of proceeding toward a referendum.

Referendum timing and legal constraints were discussed. A May referendum was originally considered; however, blackout period restrictions for town-paid officials and procedural requirements may necessitate a later date. Early June was discussed as a possible alternative, with associated adjustments to blackout timelines. The committee noted required town processes, including ordinance language, bonding schedules, public hearings, required notices, and Town Clerk certification. The cost of conducting a special referendum was noted as significant and requiring confirmation of budget availability.

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### Board of Education

Zaya Oshana, *Board Chairperson* – Terri Carmody, *Vice Chairperson* – Dawn Derynoski-Anastasio, *Secretary*  
Joseph Baczewski – Robert Brown – Lisa Cammuso – Sean Carson – Colleen Clark – Cecil Whitehead



The superintendent and consultant reviewed the state school construction grant process for Kelley Elementary School. While Phase 2 decisions are not finalized, the state increasingly expects a district-wide facilities plan. Enrollment projections will be included in the application, with Kelley's planning enrollment currently identified as approximately 494 students, representing the projected eight-year high. For grant purposes, Year 1 of the enrollment window would begin in fall 2026.

The committee discussed the relationship between Phase 1 and Phase 2. Town Council Chairperson indicated a need for clarity on the district's long-term facilities plan before authorizing bonding and allowing a referendum. The feasibility of advancing Phase 1 without a defined Phase 2 was discussed, particularly as it relates to consolidation and redistricting.

Scenario D2 was identified as the preferred planning direction. Under this scenario, Phase 1 includes a new Kelley Elementary School, the South End expansion, and redistricting. Phase 2 anticipates the closure of Flanders Elementary School, with a longer-term plan to construct a new Derynoski Elementary School on the lower Derynoski field. Site constraints at Flanders and community considerations related to potential school closures were discussed.

Reuse and repurposing of any closed school building was identified as a significant factor in community acceptance. Potential reuse concepts discussed included affordable housing in partnership with the Housing Authority and preservation of community spaces such as gymnasium and auditorium facilities for Derynoski Elementary School. The committee noted that Town Council assurances regarding future use of closed school properties could mitigate community concerns.

The committee briefly discussed construction logistics, including the possible use of existing buildings as swing space, and identified unresolved questions related to facilities planning for Karen Smith Academy under Scenario D2.

By consensus, the committee agreed to advance Scenario D2 as the recommended planning direction. It was also agreed to add facilities planning to the February 5 special meeting agenda and to provide Board members access to previously recorded presentations in advance. The superintendent will coordinate updates to cost estimates, ensure referendum figures are accurate, and work with the district's finance and bonding representatives to confirm timelines and funding for referendum-related expenses.

Meeting adjourned at 5:30pm.

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**Board of Education**

Zaya Oshana, *Board Chairperson* – Terri Carmody, *Vice Chairperson* – Dawn Derynoski-Anastasio, *Secretary*  
Joseph Baczewski – Robert Brown – Lisa Cammuso – Sean Carson – Colleen Clark – Cecil Whitehead

## Board of Education Southington, Connecticut

### *Policy & Personnel Committee Meeting DRAFT MINUTES*

Superintendent's Conference Room

Municipal Center, 200 North Main Street

Tuesday, January 27, 2026 – 5:30 p.m.

**Members Present:** Dawn Derynoski-Anastasio (Chair), Joe Basczewski, Bob Brown, Cecil Whitehead

**Administration Present:** Assistant Superintendent - Frank Pepe, Human Resource Manager – Michelle Passamano,

## AGENDA

Meeting Called to Order – 5:30 p.m.

- *Policy 1312 and R1312– Public Complaints* revisions were presented. The committee offered a language change which is now incorporated in the final draft to the full Board. The essence of the edits is to direct public concerns to the staff members best situated to resolve the issue. This increases efficiency in response to concerns presented. The suggested changes eliminate a need for associated regulations.
- *The revisions within Policy 3432 – Budget and Expense Report/Annual Financial Statement* were verified by Jen Mellitt to reflect current practice. The policy language updates are a result of recent legislation.
- Revisions to *Policies 4100 – Hiring of Staff; and 4105 – Effective Staff Recruitment and Retention* (both policies replace 4111, R-4111, 4211, R-4211 - *Recruitment and Selection*) were offered as they represent current practice. The consolidation as well as separation and renumbering of policies are a result of the continued work of the Human Resource Department.
- Suggested language is added to *Policy 5113 – Attendance, Excused Absences and Truancy*. The language is a direct result of conversation with Southington's BOE Student Representatives, and their associated committee work with Southington High School.

- Job Descriptions for *High School Department Leader* and *Assistant Department Leader* were reviewed. The changes in language are a direct result of the high school administration aligning the associated responsibilities of both positions to current practice. Both positions have evolved over time.
  
- An overview of Climate Legislation Requirements was presented as were sample plans from each level. The associated requirements of the legislation are captured in the graphic on the following page. Each school's plan is linked to its respective web page.
  
- Follow-up on Old Business:
  - Oratorical Guidance was offered to committee members in response to a question previously posed. The information delineated where in the curriculum are the essence of civil discourse and debate imbedded in units of study.
  
- New Business
  - The administration is charged with gathering information around the costs of an unfunded mandate such as the Climate legislation. The committee acknowledged the associated "work is good work" and is curious the estimated cost to date.
  - The administration will gather information around deregulated students and associated behaviors as described in the Climate legislation.

The Committee agreed to forward all the agenda items above for full BOE review.

Meeting adjourned – 6:40 p.m.

Respectfully Submitted,  
Frank Pepe

District Climate Coordinator

Elementary Building Admin  
Serve as School Climate Specialist

Middle Building Admin  
Serve as School Climate Specialist

High Building Admin  
Serve as School Climate Specialist

Climate Specialists meet with District Coordinator twice each year to discuss:

1. strategies to improve climate,
2. recommendations for plan revisions,
3. assist with survey.

Each School Climate Specialist oversees a School Climate Committee whose charge is to create a school environment where every individual feels valued, safe, and empowered to learn and grow. The school community is built on mutual respect, inclusivity, and collaboration, fostering strong relationships among students, educators, and families.

Each committee is comprised of

1. mental health or medical employee,
2. teacher selected by SEA,
3. families,
4. at least two members of school community chosen by the School Climate Specialist,
5. students.

Committees meet over course of year to

1. analyze survey data,
2. use data to inform school climate plan,
3. provide notice of uniform complaint form,
4. host a meeting with school community to review improvement plan twice annually.

The improvement plan focuses on five standards

### Connecticut School Climate Standards

1. The school district community has a shared vision plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
  - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
  - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
  - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students,
  - b. enhance engagement in teaching, learning, and school-wide activities,
  - c. address barriers to teaching and learning; and
  - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

## Board of Education Southington, Connecticut

### *Curriculum & Instruction Committee Meeting DRAFT MINUTES*

#### Technology Training Lab

Municipal Center, 200 North Main Street

Wednesday, January 28, 2026 – 10:00 a.m.

**Members Present:** Bob Brown (Chair), Colleen Clark, Dawn Derynoski-Anastasio

**Administration Present:** Assistant Superintendent - Frank Pepe

**Members Absent:** Terri Carmody

## AGENDA

Meeting Called to Order – 10:00 am

- Nicole Wilcox presented three revised curricula titled SHS Agricultural Science Intro to Mechanics, Intro to Small Animals and Intro to Large Animals. Intro to Mechanics introduces students to the foundational principles of personal safety in agricultural mechanics. Students will learn about common causes of accidents, the use of safety colors and focal colors, and the importance of personal protective equipment (PPE). Intro to Small Animals focuses on nutrition, behavior, breed and handling using cats, dogs, guinea pigs, rabbits and reptiles. While Intro to Large Animals explores the same concepts using horses, cattle, sheep and goats.
- Jennifer Carey, supported by Rebecca Savelkoul presented revised Middle School Digital Curricula for sixth, seventh and eighth grade. Formerly known as Middle School Computers, this comprehensive three-year program builds essential digital literacy skills through hands-on application mastery. Grade six builds digital foundation using Google Sheets, Google Slides, Canva, Digital Literacy and Scratch Coding. The essential skills developed are digital communication & literacy, data analysis and problem solving, creativity and design thinking, and collaboration and reflection. Grade seven builds on the foundation established in grade six and pushes students into advanced design while grade eight culminates in a Capstone Business Project. Advanced topics covered in eighth grade are as follows:

- Tracy's Grid World: Interactive programming environment navigation
- Debugging Mastery: Error message interpretation and systematic problem-solving
- Function Development: Creating reusable, efficient code blocks
- Visual Programming: Color, effects, and size manipulation through code
- Variable Management: Data storage and manipulation techniques
- Interactive Design: User input/output for dynamic program experiences

Haley Kolesnik, supported by Michael Colantonio presented revised Health curricula for sixth, seventh and eighth grades. The CT and National Standards drive the revisions and are as follows:

- Standard 1: Concepts/Functional Health Info.
- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid Health Info.
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Self-Management
- Standard 8: Advocacy

The revised curricula are skills based, meaning skill development is the foundation of each unit and therefore, since the curriculum spirals, the skills are expanded and reinforced via the content for three years.

Vincent Bartoletti proposed a course revision to expand the current Electricity and Electronics, to Electrical Applications in STEM which will benefit students with three CCSU Credits upon successful completion. Concepts of Electricity and Electronics, including circuits, current/voltage/resistance measurement, as well as computer simulation and breadboarding remain the same. The difference is a teaching unit will be added into the course, where students will explore and research, and teach the class about a specific topic/circuit. Additionally, students will engage in a new project, titled Go Baby Go, which is a national school-based program that adapts battery powered ride on toy cars, to make them accessible for children with limited mobility.

Finally, Lisa Carmody, supported by Anthony Loomis presented a new course titled Unified Physical Education (PE) which is a fully inclusive and unique program that allows students of varying ability levels to work collaboratively through ongoing fitness, sports, leadership and wellness activities. The Unified PE course heavily emphasizes the social and emotional development of all participants while incorporating physical and intellectual concepts in a fun and meaningful manner. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships. Members of this course will be empowered to help create a positive and more accepting school environment for all students.

The Committee agreed to forward all the agenda items above for full BOE review.

Meeting adjourned – 11:35 a.m.

Respectfully Submitted,  
Frank Pepe

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 2026

Decision Requested X Agenda Code 9 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2025-2026 school year. This report includes activity for the month of January 2026.

**Background:** The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** N/A **Funding Source:** Board of Education

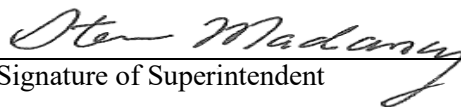
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent

**Included:**

Personnel Report

Agenda – February 2026

## Personnel Report

January 2026

### APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Donahue, Ashley	Paraeducator	SES	1.0	1-14-2026	N/A	\$19.43
CLASS	Frappier, Michael	Custodian, PT	MC	0.49	1-6-2026	N/A	\$17.33
CLASS	Garcia, Rihanna	Paraeducator	FES	1.0	1-28-2026	N/A	\$19.43
CLASS	Lush, Jennifer	Paraeducator	OES	1.0	2-9-2026	N/A	\$19.43
CERT	Nielsen, Carole	School Psychologist	SEES	1.0	2-2-2026	6 <sup>th</sup>	\$105,056
CLASS	Stefanowicz, Jessica	Paraeducator	OES	1.0	1-26-2026	N/A	\$19.43
CLASS	Whitaker, Charlene	Custodian, PT	SHS	0.49	1-14-2026	N/A	\$17.33
CERT	Zlatin, Christina	Dir. of Teaching & Learning	District	1.0	3-16-2026	Ed.D.	\$145,863

### RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Abid, Azka	Multilingual Tutor, FT	DES/SES	1-19-2026	2	RESIGN
CLASS	Anwar, Rabia	Paraeducator, PT	SES	1-7-2026	1 mo.	RESIGN
CLASS	Castico, Jocelyn	Paraeducator, FT	SES	12-29-2025	4 mo.	RESIGN
CLASS	Chagnon, Elizabeth	ABA Therapist, SLC	HES	1-24-2026	1	RESIGN
CLASS	Gandza, Elizabeth	Paraeducator, PT	SES	1-21-2026	3	RESIGN
CLASS	Jandreau, Alycia	Paraeducator, FT	SES	12-20-2025	3 mo.	TERM
CLASS	Lamkins, Kelli	Paraeducator, FT	HES	6-30-2026	20	RETIRE
CLASS	Medeiros, Megan	Paraeducator, FT	OES	1-17-2026	4 mo.	RESIGN
CERT	Moreau, Debra	Social Studies Teacher	JAD	6-30-2026	16	RETIRE
CLASS	Murta, Julian	ABA Therapist, SLC	HES	1-22-2026	2 mo.	RESIGN
CLASS	Paradis, Carol	Administrative Assistant	SHS	6-30-2026	10	RETIRE
CLASS	Riley, Susan	Paraeducator, FT	SHS	1-30-2026	5 mo.	RESIGN
CLASS	Seeger, Susan	Paraeducator, FT	SHS	6-30-2026	28	RETIRE

### ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
Deegan, Karissa	Paraeducator/DES, TLC	1.0	ABA Therapist/HES, SLC	1.0	1-26-2026	
Miller, Khandis	Paraeducator/JFK, CLC	1.0	Instructional Tech. Assistant	1.0	2-9-2026	
Rightmire, Tyler	Paraeducator/SHS	1.0	Paraeducator/SHS, CLC	1.0	1-5-2026	

### TRANSFERS

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
CERT NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
<i>None to report</i>						

### STIPENDS

#### **COACHING**

#### *Resignations/Non-Renewals*

*None to report*

#### *Appointments*

*None to report*

# Personnel Report

January 2026

## STIPENDS CONT.

### **OTHER**

#### ***Resignations/Non-Renewals***

Clifford, James	Assistant ESY Coordinator	District	RESIGN
Drury, Michael	Director of High School Credit Recovery	SHS	RESIGN

#### ***Appointments***

Cahill, Effie	Transition Department Leader	District	STIPEND
Magaro, Austin	Middle School Social Studies Curriculum Specialist	District	STIPEND
Page, Cynthia	Open Choice Liaison	JFK	STIPEND

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 19, 2026

Decision Requested X

Agenda Code 11 a. 1.

**AGENDA REPORTING FORM**

**Agenda Topic: Out of State:** Approval of Out of State/Overnight Field Trip

**Summary of Issue:** The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Knights Around the World – Amsterdam-Brussels-Paris
  - April 8 – April 15, 2027

**Background:** N/A

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A                      **Funding Source:** \_\_\_\_\_

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Southington High School  
Knights Around the World**

**Amsterdam-Brussels-Paris**

**(April 8 – April 15, 2027)**

**Application for Out-of-State/In-State/Overnight Field**

Date: 1/22/2026

School: SHS

Out of State:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Overnight:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Miles Round Trip: Approximately 3,648

Class/Group/Grade: <u>Knights Around the World / grades 9-12</u>		Date of Trip <u>April 8, 2027 – April 15, 2027</u>	
Name and Address of Destination		<u>Amsterdam • Brussels • Paris</u>	
Reason for Field Trip	To provide students with the opportunity to explore the culture of history of Amsterdam, Brussels and Paris from a multicultural and interdisciplinary perspective.		
Itinerary - BOE only	Attached		
Departure Date/Time	<u>April 8, 2027</u>	Return Date/Time	<u>April 15, 2027</u>

Type:  Academic (15:1)  Non-Academic (10:1)  Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

# of Students: 20 # of Total Chaperones: 3 # of Buses: 1

Yes  No  - Do any of the students who will be attending this field trip currently have Specialized Transportation?

Yes  No  - If so, has Specialized Transportation been considered when scheduling transportation for this trip?

Have definite arrangements been made at the field trip destination? Yes  No

Have met with a nurse to address student health needs.

Nurse's Signature \_\_\_\_\_ Date \_\_\_\_\_

**TRIPS REQUIRING BOE APPROVAL ONLY: Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one month prior to the scheduled trip.**

Destination is handicap accessible: Yes  No  Lift Van Needed? Yes  No

**COST AND FINANCING**

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	<u>\$89,160.00</u>	EF tour price: \$3,989.00 per student
Board of Education Contribution	<u>\$0</u>	Bus to U.S. airport: \$132.00 per student
Other	<u>\$0</u>	Tips for tour guide & bus driver: \$120.00 per student
Fundraising Activity	<u>(\$TBD)</u>	Cancel For Any Reason Insurance: \$217.00
BALANCE	<u>\$84,820.00</u>	Once we are able to discuss the trip with students, we will gauge interest in appropriate fundraising.
Student Contribution		Estimated cost based on approximate number of students
Transportation	<u>\$2,650.00</u>	20 Students @ \$132.50 for coach bus to & from New York airport
Entrance Fees, Room & Board	<u>\$79,780.00</u>	20 Students @ 3,989.00 cost includes round trip airline tickets, motorcoach transportation on tour, 7 overnight stay in hotel, breakfast & dinner daily, entrance fees: Volendam and Zaanse Schans, Anne Frank's House, canal cruise, Versailles.

Belgian chocolate workshop

Students will also need budget for lunch daily and any personal spending

TOTAL Cost of Trip to Each Student

\$ 4,458.00

**SIGNATURES - PLEASE PRINT & SIGN**

Teacher

PRINT: Karen Cavanaugh

SIGN: *Karen Cavanaugh*

Date

1/22/26

DL

PRINT: Michael Dwyer

SIGN: *Michael Dwyer*

Date

1/22/26

Principal

PRINT: R. ARDIAN

SIGN: *R. Ardian*

Date

1/22/26

Assistant Superintendent

*[Signature]*

Date

1/23/26

Approved

Not Approved

Board of Education Approval\*\*\*

YES

NO

Date

### Curricular Connection to Netherland and France

A graduate of the Southington Public Schools will be college or career ready.

### Netherlands and France

Student travel squarely aligns with our district's Vision of a Graduate by expanding participants' world views through firsthand experiences. It allows students to learn beyond the classroom, which pushes them to step outside of their comfort zone and to gain a new perspective on other cultures, language and environment. Travel teaches students to appreciate difference and diversity. This trip will provide students with a better understanding and appreciation for Western European countries. They will have the opportunity to witness a completely new way of life. Global travel also enhances a student's college application,

The district's Vision of a Graduate calls for graduates of the Southington Public Schools to be "college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community." Certainly, traveling abroad provides students with enriching experiences and opportunities that have a lifelong impact.

EF description of tour: Stroll down iconic canals and pass narrow rows of gabled houses in Amsterdam, before delving into the country's poignant past at the Anne Frank House. In Brussels, the European Union headquarters lends the city a note of modern political importance. And in Paris, a strong sense of culture, history, and national pride presents itself in the iconic landmarks and world-class art museums.

### Relevant National Council for the Social Studies Thematic Standards:

**NCSS #1: Culture:** *Understanding a people's way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.*

**NCSS #2: Time, Continuity, and Change:** *Understanding the importance of understanding the past and key historical concepts, analytically and from various perspectives.*

**NCSS #3: People, Places, and Environment:** *Understanding the complex relationship between human beings and the environments within which they live and work.*

**NCSS #5: Individuals, Groups, and Institutions:** *Understanding the impact of educational, religious, social, and political groups and institutions and the integral roles they play in people's lives.*

**NCSS #6 Power, Authority, and Governance:** *Understanding the complex purposes and features of individuals and groups with respect to issues of power and government.*

**NCSS #8: Science, Technology, and Society:** *Understanding the significance of scientific discovery and technological change on people, the environment, and other systems.*

**NCSS #9: Global Connections:** *Understanding the critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.*

### Grade 10 World History

#### **Unit 4: World War I**

#### Relevant Curricular Enduring Understandings:

- There is interconnectivity between technology (Industrial Rev) and warfare
- Wars often lead to unintended consequences
- Desperate times propel desperate actions

#### Relevant Curricular Essential Question(s):

- What causes people to embrace war?

- How does technology affect warfare?
- Is war worth the cost?
- What causes people to seek change?

Relevant Curricular Content Vocabulary:

- Triple Alliance (Germany, Austria Hungary, Italy)
- Triple Entente (Great Britain, France, Russia)
- Allied Powers
- Central Powers
- Treaty of Versailles

**Unit 6: World War II**

Relevant Curricular Enduring Understandings:

- In certain circumstances, war is unavoidable
- Necessities dictate alliances
- Winners dictate the peace
- That war does not solve all problems.

Relevant Curricular Essential Questions:

- How does technology impact warfare?
- How did WWII alter the world's power structure?

Relevant Curricular Content Vocabulary:

- Big Three (US, Soviet Union, Great Britain)
- Operation Overlord (D-Day)
- French Resistance
- Axis v. Allies

Relevant Curricular Skill:

- Compare maps from different times during the war and make inferences based on the maps (1939-1942-1945)

**Grade 9 Modern U.S. History WWII**

**Unit 4: World War II**

Relevant Curricular Enduring Understandings:

- Totalitarian states threatened democracy around the world, which led to the U.S. assuming its role as a super power by becoming involved in World War II.
- The victories in Europe and the Pacific, along with the use of the Atomic Bomb allowed the United States to assume its new and powerful role as the supreme power on the world stage.

Relevant Curricular Essential Questions:

- How & why did conflict and cooperation develop during the 1940s?
- How did the rise of totalitarian states around the world lead to United States involvement in World War II?
- How did World War II prompt the changes that would significantly impact social, cultural, political, and economic advancements in society?
- How did World War II explain yet limit human rights at the same time? What is the human cost of war?
- How did World War II affirm the United States' role as a Superpower?

Relevant Curricular Content Vocabulary:

- Allies v. Axis
- Big Three (Churchill, Roosevelt, Stalin)
- D-day/Normandy Invasion/Creation of national military cemeteries
- Victory in Europe Day

**Unit 5: The Post War Foreign Policy/Domestic 1945-1963**

Relevant Curricular Enduring Understandings:

- The decisions of our leaders can impact our relationship with other countries later on
- After WWII the U.S. emerged as a superpower, drawing the country into prolonged entanglement with world affairs.

Relevant Curricular Essential Questions:

- How did the United States lead the world in the battle against communism?
- To what extent was containment a success?

Relevant Curricular Content Vocabulary:

- Iron Curtain
- NATO
- Cold War
- Containment

Connections to other disciplines:

**Art:**

- Through visits to Amsterdam, Brussels, and Paris, students will analyze examples of art and architecture from multiple historical periods, including collections in the Louvre and the architectural design of the Palace of Versailles.

**Math:**

- Students will convert U.S. currency to Euro and pound sterling, weight/measurements, temperature
- Students will budget money for souvenirs
- Students will use 24-Hour Clock (Military Time)

**Business:**

Business Communication: Grades 11-12

- Students will communicate nonverbally in an international environment given a specific situation.



EDUCATIONAL  
TOURS

# Global Travel Program Proposal



# Your partner in travel-based learning

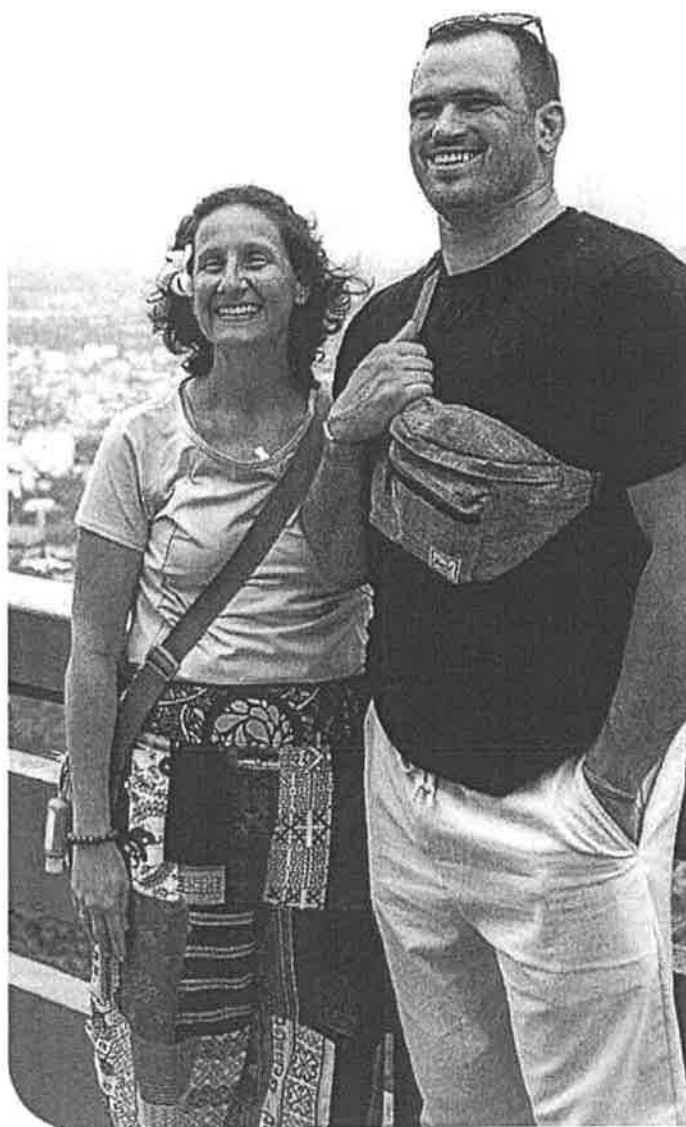
## Our mission

**We're educators, just like you. And we're dedicated to helping students become more future ready.**

EF stands for Education First. For almost 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

## What's in this document

- pg. 2 Learning outcomes
- pg. 4 Academic credit & professional learning
- pg. 5 Building equitable travel programs
- pg. 6 Managing cost & payments
- pg. 7 Safety
- pg. 9 Protection for travelers, schools & districts
- pg. 11 Travel logistics
- pg. 13 Next steps



This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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# Learning outcomes

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It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

## Our method

**We enhance what you teach with relevant experiences outside the classroom.**

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

## Our programs

**We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.**

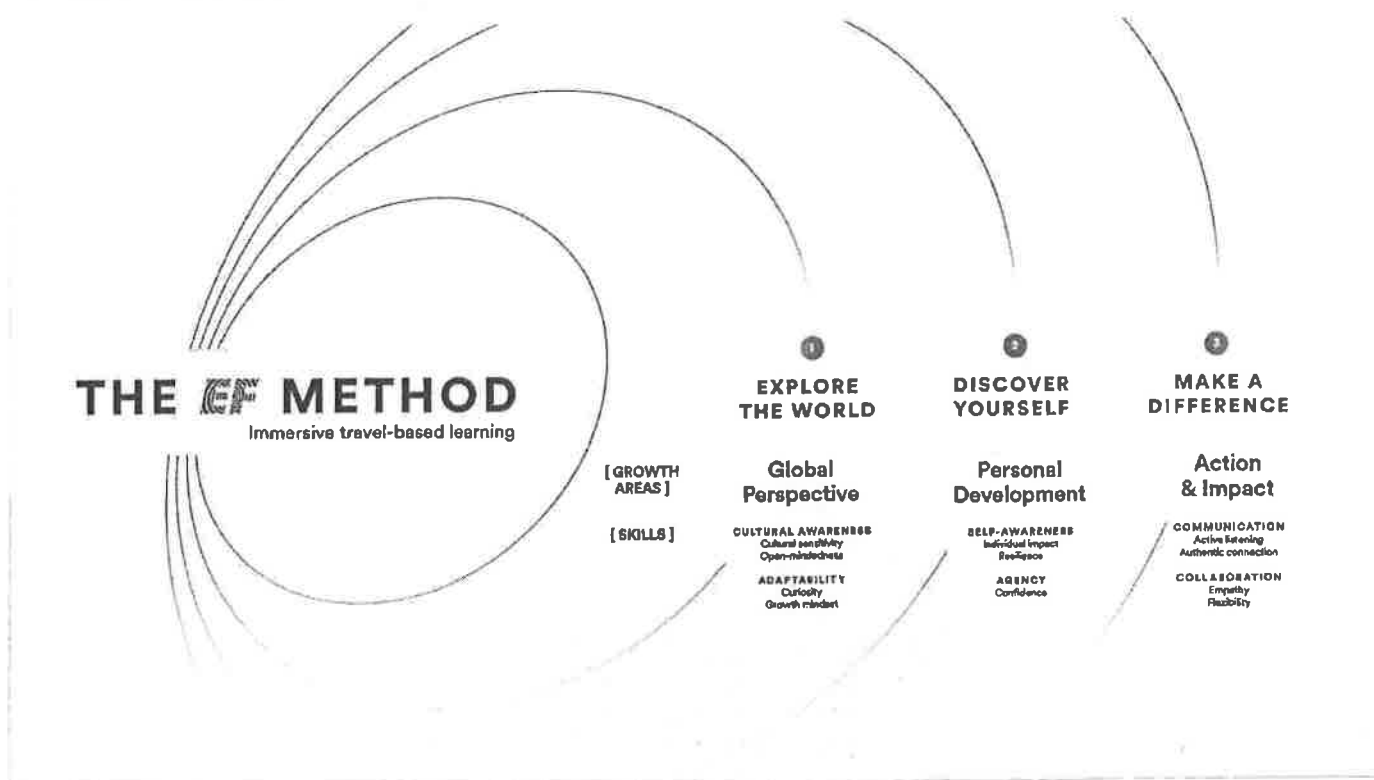
EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



# Learning outcomes

Continued

EF students build essential skills in these key growth areas:



## Explore the World

Students will gain a global perspective & gain skills in:

- **Cultural awareness:** Experiencing different contexts fosters cross-cultural knowledge and skills, encouraging open-mindedness.
- **Adaptability:** Navigating unfamiliar environments teaches you how to adjust to new situations, overcome challenges, and thrive in diverse settings. This helps build curiosity and develop a growth mindset.

## Discover Themselves

Students will encounter personal development & gain skills in:

- **Self-awareness:** Building meaningful connections with others helps reveal your own biases and beliefs, fostering mindset shifts and strengthening resilience.
- **Agency:** Knowing yourself builds confidence and helps you decide who you want to be and the mark you want to make—empowering you to become a stronger advocate for your dreams.

## Make a Difference

Students will grow in action & impact and gain skills in:

- **Communication:** You connect with others more deeply through active listening, authentic connection, empathy, and appreciation—then share your own point of view.
- **Collaboration:** You develop the interpersonal skills to thrive in multicultural teams—embracing empathy and flexibility to discover better solutions, take action, and create meaningful impact.

# Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

## EF is an accredited institution

Like all our tours, EF's academic courses are built around the EF Method: immersive travel-based learning that helps students and educators learn more about the world, themselves, and the impact they can make. Students can also develop the essential skills that colleges and employers value most. EF is accredited by the same prestigious organizations who accredit the schools we work with across the country.



## Academic credit for students

Every EF tour includes opportunities to enhance the educational experience by earning academic credit. Immersive travel combined with academic coursework is a powerful way for students to build their resumes, stand out on college applications, and even get a jumpstart on undergraduate-level college credits—at a fraction of the normal cost!

- Students in grades 6-12 can earn **1 high school elective credit** through an online course before, during and after travel (included in the cost of tour!)
- Students in grades 6-12 can earn the **EF | Nobel Prize Museum Global Citizen Certificate**. (included in the cost of tour!)
- Students in grades 9-12 can **earn 3.0 undergraduate credits**, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$550.

## Professional learning for educators

EF offers educators unique professional learning opportunities like graduate-level college credits that can satisfy re-certification and salary advancement requirements applications, and even get a jumpstart on undergraduate-level college credits—at a fraction of the normal cost! EF offers educators unique professional learning opportunities like graduate-level college credits that can satisfy re-certification and salary advancement requirements.

- Group Leaders can earn **25 professional learning hours** by participating in the seminars and scheduled activities on an EF training tour. **10 hours** can also be earned on a Virtual Training Tour.
- Group Leaders can earn **45 professional learning hours** by completing EF's in-house course. This includes pre-tour research and coursework.
- Group Leaders can earn **3 or 6 graduate-level credits** (\$550/\$900) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.
- Group Leaders going on an EF Leadership Summit can earn **15 professional learning hours** by simply participating in the Professional Learning Track at Summit.

To learn more about EF's educational philosophy, visit [eftours.com/education](http://eftours.com/education)

# Building equitable travel programs

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One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

## A multi-tour program could include:

### 2026

London, Paris & Rome (Summer)

Japan: Land of the Rising Sun (Summer)

### 2027

Belize: Conservation from Ridge to Reef (Spring)

Greece & Italy (Summer)

Culture & Service in Thailand (Summer)

### 2028

Costa Rican Explorer (Spring)

Language Immersion through Spain (Summer)

Marine Conservation in the Dominican Republic (Summer)

## Travel programs in your region

There are many other districts in your region that have embraced travel-based learning opportunities. Read on to discover how you can help the students in your community access these same life-changing experiences.

# Managing cost & payments

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We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

## Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only \$95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

## Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees

## Global Citizen Scholarship Fund

Every year, EF Educational Tours awards \$100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

## Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.



# Safety

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**Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.**

## **Worldwide presence**

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

## **24/7 emergency support**

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



# Safety

Continued

## Your school's team

**These EF staff are fully committed to your school's travel program and the safety of every student.**

### OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

### EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

### TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

### EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

### TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

### CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

# Protection for travelers, schools & districts

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We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

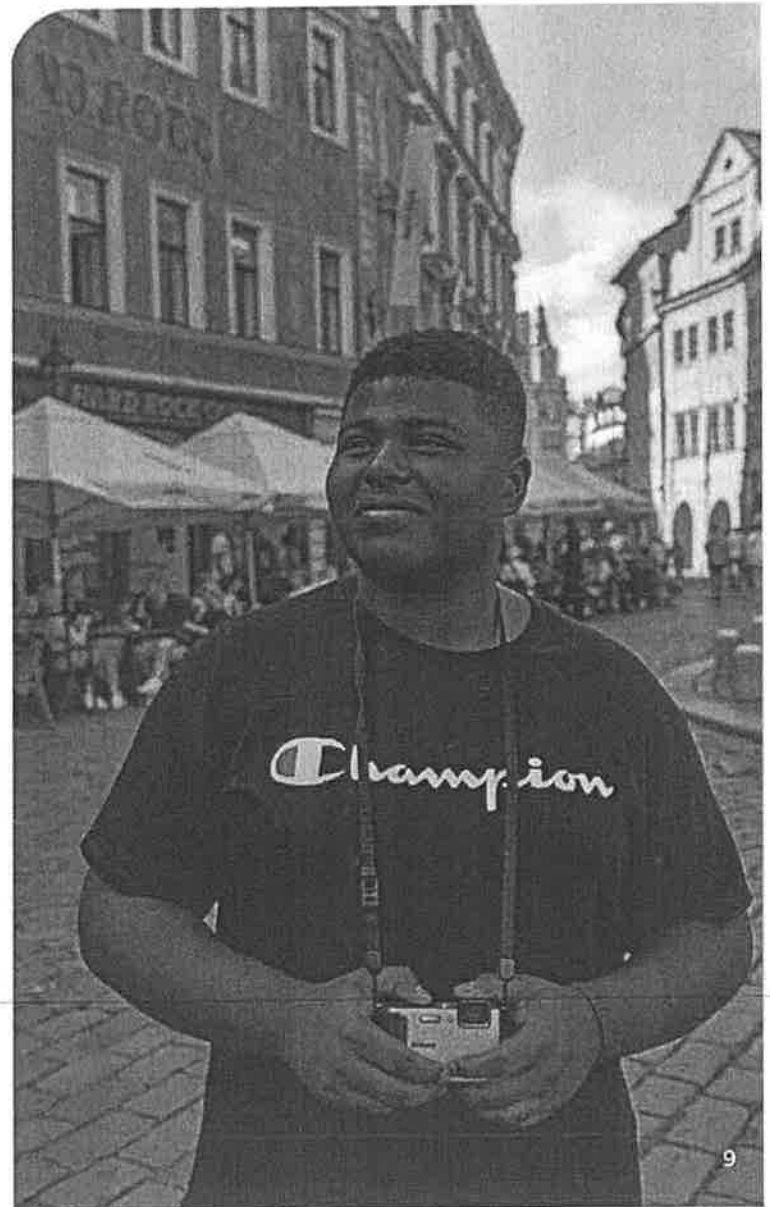
## General liability insurance

All Group Leaders, schools, and districts who travel with EF are added as additional insureds under our **\$50 million General Liability Policy**, whether or not the tour is considered a school event. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.

## Peace of Mind Program

**Provided to all groups**

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 59 days prior to departure for any reason, including terrorism or other world events.



# Protection for travelers, schools & districts

Continued

## Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

### **GLOBAL TRAVEL PROTECTION**

#### **Available to all travelers**

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

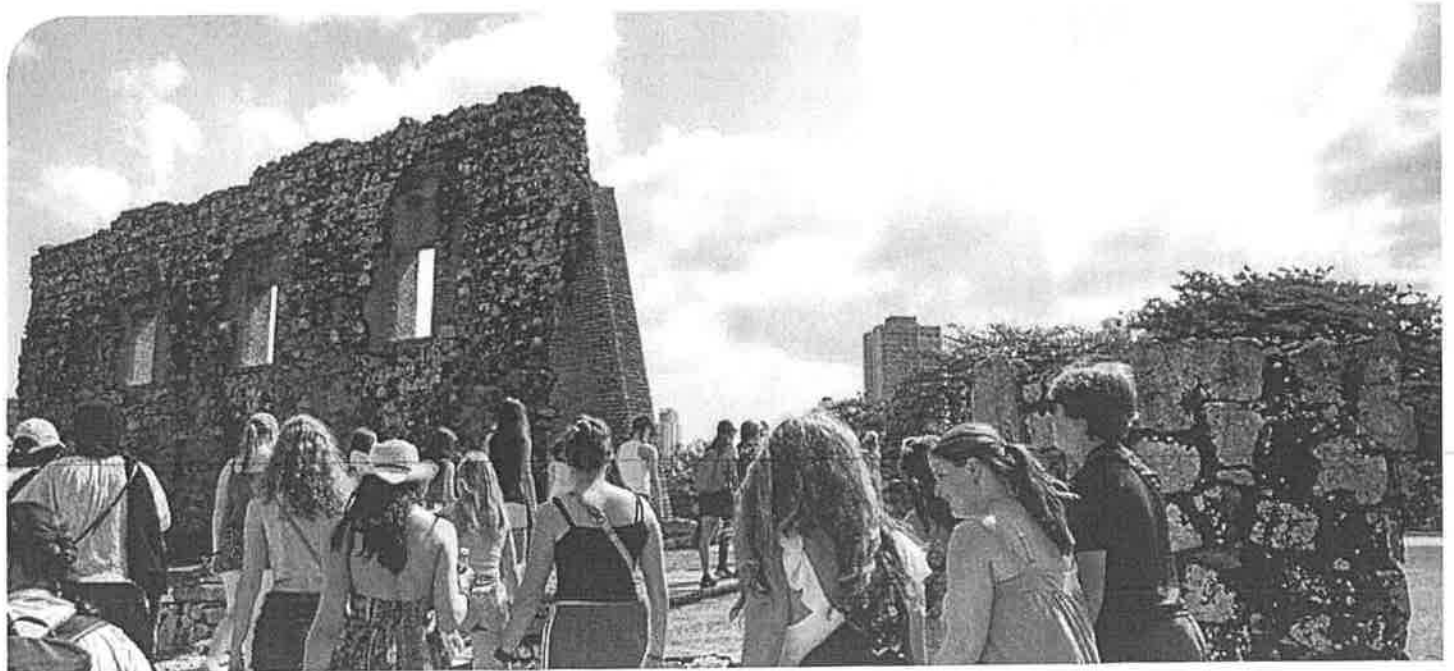
### **GLOBAL TRAVEL PROTECTION PLUS**

#### **Available to all travelers**

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

## Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



# Travel logistics

## Proposed tour for Karen Cavanaugh in Spring 2027

### Price of this tour

The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: April 7 - April, 16, 2027

Requested travel dates: April 8 - April 15, 2027



**EDUCATIONAL TOURS**

## Tour Price Quote

Amsterdam and Paris

Prepared For  
Karen Cavanaugh

Prepared On  
January 16, 2026

Tour Page  
[www.ef-tours.com/AMP](http://www.ef-tours.com/AMP)

Alternate Tour Choice  
2nd Choice: European Quartet (9 Days)

### Lowest Price

Price valid for travelers enrolled January 18, 2026 - January 31, 2026\*

Student  
**\$3,989**

or \$279 / 14 mo

Adult  
**\$4,729**

or \$331 / 14 mo

#### Price Breakdown

Program Price	\$3,819
Volendam and Zaanse Schans	\$60
Versailles (pre-book only)	\$110

\*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at [ef-tours.com/baggage](http://ef-tours.com/baggage). All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit [ef-tours.com/toc](http://ef-tours.com/toc).



### Your travel details

Total Length  
8 days

Departing From  
New York, NY area (incl. Newark, NJ)

Requested Travel Dates  
Thursday, April 8, 2027 - Thursday, April 15, 2027

#### Your Departure Date Range

Earliest  
Wed. Apr. 7

Requested  
Thu. Apr. 8

Latest  
Fri. Apr. 9

### Your experience includes

#### An All-inclusive Tour

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at [www.ef-tours.com/AMP](http://www.ef-tours.com/AMP).

#### Full-time Tour Director

Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

#### Expert Local Guides

Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

#### Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

#### Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

#### Worldwide Presence

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

#### 24-hour Emergency Service

Travelers and their families can count on EF's dedicated emergency service team.

#### Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at [ef-tours.com/peaceofmind](http://ef-tours.com/peaceofmind).

# Travel logistics

Continued

## Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

### Amsterdam, Netherlands

Groups stay an hour or so from the center of Amsterdam, usually near the Schiphol airport or in the business district of Teleport. Amsterdam is a bustling and expansive city, so hotels are selected to minimize travel time between the previous and following stops on your itinerary. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may also be on the smaller side without AC, and hotels may not have elevator access.

Ibis City South

[https://all.accor.com/hotel/A3P2/index.en.shtml?utm\\_campaign=seo+maps&utm\\_medium=seo+maps&utm\\_source=google+Maps](https://all.accor.com/hotel/A3P2/index.en.shtml?utm_campaign=seo+maps&utm_medium=seo+maps&utm_source=google+Maps)

Address: Professor J.H. Bavincklaan 1, 1183 AT Amstelveen, Netherlands

### Paris, France

Groups stay near one of the airports or in areas such as Marne-la-Vallee. Hotels are selected to minimize travel time between the previous and following stops on your itinerary. They can be up to an hour outside the center of Paris—sometimes more with traffic—and may not always be located near public transport.

Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may also be on the smaller side without AC, and hotels may not have elevator access.

Hotel Novotel Marne-la-Vallée Collégien

<https://all.accor.com/hotel/O385/index.en.shtml>

Address: 2 Allée des Portes de la Forêt, 77090 Collégien

ibis Styles Paris Roissy-CDG

<https://all.accor.com/hotel/O815/index.en.shtml>

Address: 2 Avenue Heinz Gloor 95700 Roissy

## Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

### France & The Netherlands Sample Meals

Cheese quiche, turkey with rice, sauce, mushroom and beans, apple tart. Salad, flammekueche, chocolate mousse. Couscous with vegetables and meat, fruit salad, chicken and frites, meatballs and potatoes with brown sauce, beef stew with a side.

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

# Next steps

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## **BOE Approval Host Family Informational Meeting**

My name is Lauren LeBlanc and I'm the dedicated Tour Consultant for Southington High School. I'll be working closely with your Group Leader, Karen Cavanaugh, every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Lauren LeBlanc  
Tour Consultant  
[lauren.leblanc@ef.com](mailto:lauren.leblanc@ef.com)

“

Student travel strengthens our mission of making future graduates into global citizens. After their travels, our students return more well-rounded and success-driven because they now understand the connections between what is taught in the classroom and what is needed in the global market.

Mitch S., Administrator



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 19, 2026

Decision Requested X

Agenda Code 11 a. 2.

**AGENDA REPORTING FORM**

**Agenda Topic: Out of State:** Approval of Out of State/Overnight Field Trip

**Summary of Issue:** The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Spanish Students – Costa Rica
  - February 13-20, 2027

**Background:** N/A

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A                      **Funding Source:** \_\_\_\_\_

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Southington High School  
Spanish Students**

**Costa Rica**

**(February 13 – February 20, 2027)**

Southington Public Schools, Southington, Connecticut

**Application for Out-of-State/In-State/Overnight Field**

Date: 1/21/26  
 School: SHS

Out of State:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Overnight:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Miles Round Trip: 8200+

Class/Group/Grade:	<u>Spanish students gr 10-12</u>	Date of Trip	<u>Feb 13-20, 2027</u>
Name and Address of Destination	<u>Costa Rica</u>		
Reason for Field Trip	<u>Language and cultural immersion</u>		
Itinerary - BOE only			
Departure Date/Time	<u>Feb 13 (+/- 1 day)</u>	Return Date/Time	<u>Feb 20 (+/- 1 day)</u>

Type:  Academic (15:1)  Non-Academic (10:1)  Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

# of Students: 16 # of Total Chaperones: 3 # of Buses:     

Yes  No  - Do any of the students who will be attending this field trip currently have Specialized Transportation?

Yes  No  - If so, has Specialized Transportation been considered when scheduling transportation for this trip?

Have definite arrangements been made at the field trip destination? Yes  No

Have met with a nurse to address student health needs.

Nurse's Signature \_\_\_\_\_ Date \_\_\_\_\_

TRIPS REQUIRING BOE APPROVAL ONLY: Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one month prior to the scheduled trip.

Destination is handicap accessible: Yes  No

Lift Van Needed? Yes  No

**COST AND FINANCING**

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ _____	
Board of Education Contribution	\$ _____	
Other	\$ _____	
Fundraising Activity	(\$ ) _____	
<b>BALANCE</b>	\$ _____	
Student Contribution		
Transportation	\$ <u>200</u>	Students @ \$ _____
Entrance Fees, Room & Board	\$ <u>4379</u>	Students @ \$ _____
<b>TOTAL Cost of Trip to Each Student</b>	\$ <u>4579</u>	

**SIGNATURES - PLEASE PRINT & SIGN**

Teacher PRINT: M. MARTIN SIGN: \_\_\_\_\_ Date \_\_\_\_\_  
 DL PRINT: T. RICCIO SIGN: \_\_\_\_\_ Date 1/27/26  
 Principal PRINT: R. ARDIAN SIGN: \_\_\_\_\_ Date 1/22/26

Assistant Superintendent Frank Rys Date 01/22/26 Approved  Not Approved

Board of Education Approval\*\*\* YES  NO  Date \_\_\_\_\_

EF

Language

Immersion

Through Costa

Rica

Saturday February 13-

Saturday 20th 2027

# Southington High School Coordinator: Megan Martin

## STUDY ABROAD CONTRACT

In order to participate in the *Language Immersion through Costa Rica* trip the following criteria must apply to all applicants:

- The student is in good academic standing according to the Southington Board of Education student handbook rules.
- The student is currently enrolled in a language course.
- The student has an 85% average in their language course.
- The student has completed the application and interview process and has signatures from their teachers.
- Students are responsible for completing all makeup work upon their return to school.

*Nota bene (N.B.) No student will be considered for this program if he or she does not meet the above criteria.*

Parents please be aware of the following stipulations:

- Your student can be removed from the *Language Immersion through Costa Rica* program if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this program will be chosen on the basis of academic and social stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity.
- Due to the uncertain nature of world security and other unforeseeable events, the Board of Education reserves the right to cancel field trips at any time prior to departure of the trip. The Southington Board of Education or its agents are not responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip.
- At the highest alert [red] given by the US State Department, no field trips will be allowed out of the City of Southington for any reason.

Please sign and return by \_\_\_\_\_

Parent's signature \_\_\_\_\_

Student's signature \_\_\_\_\_

### **Program Outline:**

Education First (EF) educational tours offer a unique learning opportunity for teachers and students interested in immersing themselves in the Spanish language and culture and contributing to their host country in a powerful and meaningful, culturally appropriate service project. This study abroad program is being held **February 2027** in Costa Rica.

**Trip Focus:**

The focus of this program is to enhance language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide while also providing students an opportunity to serve the community they are visiting. The daily activities focus on getting students to delve deeper into the language by means of cultural investigations such as visits with local artisans, venders, and farmers. The main goal of this study abroad opportunity is to enhance the participants' communicative abilities and comprehension of the Spanish language. The program offers several daily excursions that focus on using the language in authentic interactions with locals. There are also opportunities for adventure and appreciation of the beautiful nature of Costa Rica: Ziplining, kayaking, etc. One day of the trip will have students working on a service project in a local town. Please see attached document for the tentative itinerary.

**The Benefits of this Experience:**

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21<sup>st</sup> century global education to merge. This opportunity will allow learners of all levels and styles to see, read and experience the Spanish language and Costa Rican culture. It also builds our students' global citizenship. As global citizens our students are aware and understand their place in the world and how their actions, at home and abroad, impact that world. All students who participate in this study will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow immersion in the Spanish language and Costa Rican culture. The value of participating in educational language and service programs abroad is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad (a website) that discussed the value of this type of experience.

During language immersion programs abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communicate among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By participating in language immersion students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, participating in this unique educational experience is life-changing. Students come back from service trips, confident and eager to take on new challenges, academic, professional or personal, and an eagerness to seek out continued opportunities for service. There are many personal benefits to traveling and studying abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity

- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

**The knowledge gained during this language immersion program will continue far beyond the week for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum, especially Spanish 4 and the conscious consumerism unit. Students have learned all about ethical tourism and supporting local businesses and communities when traveling. This itinerary aligns with this perfectly!**

### World-Readiness Standards for Learning Languages:

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a various audiences of listeners, readers, or viewers.

**Cultures: Interact with cultural competence and understanding**

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations**

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence**

- 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### **Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world**

- 5.1 School and Global Communities: Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

One can continue drawing parallels between the benefits of this program and the Southington education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners. The Italian curriculum for all levels discusses topics such as the geography of central southern Italy, the study of ancient history and culture and the study of tradition and daily life.

### **Connections to 4Cs:**

This program helps students work toward their Capstone goal and focus on developing their C skills: Communication: As mentioned above, students will improve skills in the following indicators:

Communication:

- Engaging in conversations and discussions
- Listening
- Communicating in diverse environments

Critical Thinking:

- Information and discovery
- Problem solving/solution finding

Collaboration:

- Leadership and initiative
- Cooperation
- Flexibility
- Responsibility and productivity

This is an opportunity that will set us apart from the masses; we will focus on **authentic** learning opportunities in the target language. The students will be pushed beyond their comfort zones and will be forced to inquire about new topics and problem solve to express themselves in a foreign country. This opportunity will also allow the teachers to delve deeper into the study of language and culture. The teachers will attend lessons every day; this will become a learning experience that will affect all of the students in the World Language department at SHS for years to come.

**Cross Curricular Connections-** Included here are connections to the Southington School District's curriculum across disciplines:

### **Social Science World History**

- Standard 2: Expanding zones of exchange and encounter.
- Standard 3: Demonstrate an understanding of the ways that cultural encounters and interactions of people have shaped new identities and ways of life.
- Standard 8: Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
  - Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies.

- Students will make comparisons of cultural norms and origins of Costa Rica and the US.

### **English**

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

### **Science**

- Students will visit a pineapple farm

### **Math**

- Students will convert currencies
- Students will budget their money for expenses- Curriculum Maps- Consumer Math
  - Understand the importance of budgeting process and determine an appropriate budget (based on your salary and living expenses)
  - Calculate and compare ordering costs of items from different stores
  - Anticipate and determine "hidden fees" and use this information to make purchasing decisions

### **In conclusion:**

The World Language Department prides ourselves on the care we taken when selecting the best trip for our students. We prioritize the educational value of the trip over its touristic appeal. We strive to select a trip that emphasizes linguistic and cultural learning that leaves indelible memories for our student travelers. I believe our track record of incredibly successful trips in the last 10 years speaks for itself.

# LANGUAGE IMMERSION THROUGH COSTA RICA

8 or 11 days / Costa Rica

## What you'll experience on your Language Immersion Tour

Each day in Costa Rica is built around a daily theme that explores topics you can relate to—like sustainability, food, and youth culture. You'll improve your Spanish skills and confidence as you discover a new appreciation for the local culture.

### LANGUAGE LESSONS

You'll learn and practice vocabulary relevant to each day's theme during interactive lessons. Each day, you'll be strengthening your language skills through real conversations designed to prepare you for the day's immersive activities.

### CULTURAL ACTIVITIES

Learning how to cook a traditional meal with a local chef or appreciating breathtaking views on a zip-line canopy tour adds authentic cultural richness to your language development. Your specially trained Language Immersion Program Director will be by your side through it all, helping along beginners and challenging the more advanced students.

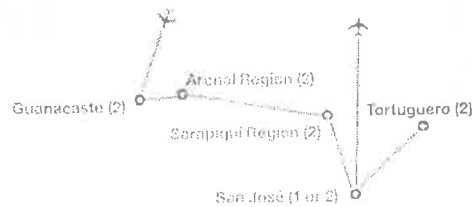
### INTERACTIONS WITH LOCALS

Conversing with locals over a home-cooked meal or chatting with artisans is the ultimate opportunity to put your new skills to use while learning more about the culture. With each conversation, you'll gain more confidence in your ability to speak and listen.

> Colorful tree frogs will be hard to miss as you explore Costa Rica's rich biodiversity



You'll glide across the treetops on your zip-line canopy tour



▲ Traveling through Costa Rica's beautiful and varied landscapes will show you what makes it the most biodiverse country on the planet

#### DAY 1: FLY TO COSTA RICA

- Meet your Program Director at the airport.

#### DAY 2: GUANACASTE

*Today's Theme: Community & Social Entrepreneurship*—Guanacaste's strong indigenous roots and long-preserved, folkloric traditions have shaped a unique sense of community in this peninsular region. Harboring an abundance of natural materials used in local crafts and in everyday life, Guanacaste is home to proud, entrepreneurial people that put their community first.

- Practice vocabulary related to sustainability and craftsmanship during a language lesson.
- Explore a socially and environmentally sustainable project in Guanacaste.
- Learn to make crafts, pottery, soap, or paper from recycled materials.
- Enjoy a dip in the thermal hot springs.
- Reflect on your experiences today in Spanish with the group. How can we, as travelers, explore Costa Rica in a socially responsible manner?

#### DAY 3: ARENAL REGION

*Today's Theme: Costa Rican Diversity*—Costa Rica is one of the most diverse countries in the world, and home to an astounding half million species of animals, plants, and fungi. You'll find dry forests, cloud forests, rainforests, and even volcanoes across this extremely varied landscape.

- Learn terms used to describe the country's natural surroundings and wildlife during an interactive language lesson.
- Interact with local vendors and shoppers during a market challenge and sample local Costa Rican foods.
- Travel to the Arenal Region.

#### DAY 4: ARENAL REGION

*Today's Theme: Environmental Sustainability and Ecotourism*—Ecotourism is a way for tourists to experience a country in an environmentally responsible manner—promoting awareness and minimizing our impact along the way. As you'll discover today, when done responsibly, tourism boosts the local economy and contributes to both national and natural development.

- Learn how Costa Rica uses ecotourism to develop its economy while protecting its biodiversity.
- Explore an eco-lodge and learn about alternative energy, microorganisms, and sustainable agriculture.
- Take a kayaking trip along Lake Arenal.
- Reflect on your experiences today in Spanish with the group. What could you do in your hometown to make it more environmentally sustainable?

#### DAY 5: SARAPIQUÍ REGION

*Today's Theme: Daily Life in Costa Rica*—It might be hard to imagine a world where you start college at 15, but live with your parents until you're married—or where everyone lives by a *pura vida* (or "pure life") philosophy that values relaxed, laid-back attitudes. But that's how life for most Costa Ricans is, and today is your chance to see things from their perspective.

- Learn and practice vocabulary related to daily life in Costa Rica.
- Practice your Spanish during an interactive scavenger hunt.
- Participate in a cultural exchange activity where you'll interact with locals. You'll speak about daily life in the country and what it's like to call Costa Rica home. They'll want to learn about your life in the U.S. and will have plenty of questions, too!
- Travel to Sarapiquí Region.
- Discover the beat of Costa Rica during a salsa lesson.
- Get a bird's-eye view of the landscape on a zipline canopy tour.

#### DAY 6: SARAPIQUÍ REGION

*Today's Theme: Costa Rican Culinary Traditions*—Costa Rican cuisine typically includes both local and international flavors. From Creole and Jamaican influences on the Caribbean coast, to hearty comfort foods in the central regions, Costa Ricans are well known for their use of fresh fruits and vegetables in every meal. Rice and beans are staples of Costa Rican diet, and when accompanied by meat, fish, or poultry, you get a classic *casado* that is a go-to lunch for most Costa Ricans.

- Learn food-related terms and practice your conversational Spanish during an interactive language lesson.
- Learn about local specialties and have fun preparing them in a cooking class.
- Go whitewater rafting with a local guide.
- Enjoy a homemade dinner with locals, the perfect opportunity to gain unique insight into life in Costa Rica today.
- Reflect on your experiences today in Spanish with the group. How did you like the Costa Rican flavors? Did you try anything you've never eaten before?

#### DAY 7: SAN JOSÉ

*Today's Theme: Costa Rican History*—As you'll discover in your class today, the mixing of Spanish and local cultures is just one part of what shaped Costa Rican history and made the country what it is today. Today you'll learn about one of the most important industries in Costa Rican history—pineapples—as you visit the fertile region where the fruit is most widely grown.

- Learn about Costa Rica's early settlements and industry.

- Travel to a pineapple farm and take a tour of the property.
- Transfer to San José, the country's bustling capital and cultural center.
- Learn about traditional Costa Rican handicrafts.
- Enjoy a folklore evening.

#### DAY 8: DEPART FOR HOME

Your tour may be coming to an end, but your lifelong love of the Spanish language is just beginning.

#### ☪ 3-day tour extension

#### DAY 8: SAN JOSÉ | TORTUGUERO

- Travel through Braulio Carrillo National Park.
- Travel by boat to Tortuguero.
- Enjoy time to explore Tortuguero Village.

#### DAY 9: TORTUGUERO

- Enjoy a boat tour through the Tortuguero canals.
- Visit Tortuguero National Park—the most important Caribbean breeding ground for green sea turtles, who have lived here for more than 100 million years.

#### DAY 10: SAN JOSÉ

- Travel back to San José.

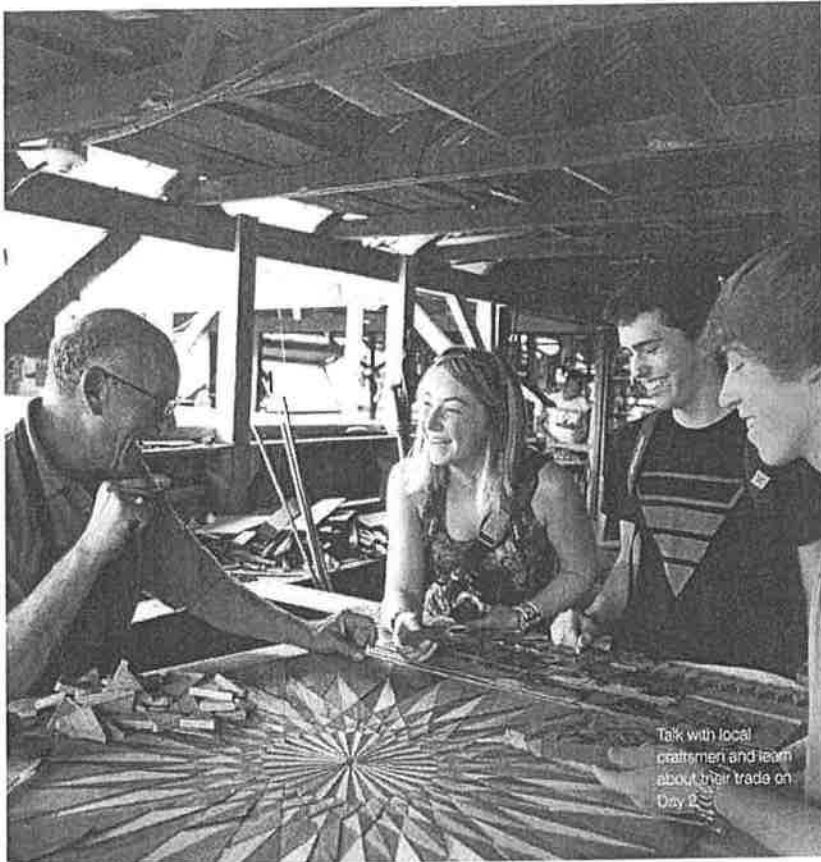
#### DAY 11: DEPART FOR HOME



#### LANGUAGE IMMERSION PROGRAM DIRECTOR

Your Language Immersion Program Director provides linguistic insight in addition to handling all on-tour logistics. They're here to:

- Present lessons to help prepare you for the day's activities
- Facilitate key language-learning moments while exploring the country
- Help you with local idiomatic phrases
- Be your 24/7 language partner



Talk with local craftsmen and learn about their trade on Day 2



**THE LANGUAGE IMMERSION EXPERIENCE**  
*Program price includes*



**FULL-TIME LANGUAGE IMMERSION PROGRAM DIRECTOR**

Your bilingual, specially trained Language Immersion Program Director stays with you 24/7 to handle all on-tour logistics and provide knowledgeable insights everywhere you go.



**LANGUAGE LESSONS**  
 Interactive language learning with your Language Immersion Program Director.



**EXPERIENTIAL LEARNING**  
 Sustainability workshop; interactive activity with local students; sustainable eco-lodge visit; dinner with locals; salsa dance lesson; cooking class; organic farm; pineapple farm visit



**ENTRANCES**  
 Ziplines canopy tour; kayaking tour; whitewater rafting



**PERSONALIZED LEARNING GUIDE**  
 Engages students before, during, and after tour, with the option to receive academic credit.

**The World Leader in International Education**

For over 55 years, EF has worked with educators across the world to help millions of students become citizens of the world through one global mission: *Opening the World Through Education*. With more than 600 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day. We're also an accredited educational institution, offering students the option to earn high school and college credit.

**START PLANNING**

To enroll on this tour, ask your teacher for the tour number and visit [ef.com/costarica](http://ef.com/costarica) or call 800 665 5364

**AFFORDABLE**

We always offer the guaranteed lowest prices so more students have the opportunity to travel and experience the world.

**FULLY ACCREDITED**

We're fully accredited, just like your school, so you can earn high school and even college credit while on tour.

**SAFETY**

We're committed to your safety. With more than 500 schools and offices in over 50 countries, local EF staff can react quickly and in person wherever you travel.

**INSIGHT**

We believe in experiential learning at the most important sites. Your Program Director is with you at every step, providing their own perspective and local tips.

**ALL THE DETAILS ARE COVERED**

Round-trip flights on major carriers; comfortable motorcoach; 7 overnight stays in hotels with private bathrooms (10 with extension); breakfast and dinner daily; lunch included on days 2-7 (days 8-10 with extension).

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 19, 2026

Decision Requested X

Agenda Code 11 a. 3.

**AGENDA REPORTING FORM**

**Agenda Topic: Out of State:** Approval of Out of State/Overnight Field Trip

**Summary of Issue:** The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – DECA – Atlanta
  - April 25-April 30, 2026

**Background:** N/A

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A                      **Funding Source:** \_\_\_\_\_

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Southington High School  
DECA**

**Atlanta, GA**

**(April 25 – April 30, 2026)**

Southington Public Schools, Southington, Connecticut

**Application for Out-of-State/In-State/Overnight Field**

Date: February 2, 2026

School: Southington High School

Out of State:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Overnight:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Miles Round Trip: 1942

Class/Group/Grade: <u>Southington DECA</u>		Date of Trip <u>Saturday 4/25/26-Thursday 4/30/26</u>	
Name and Address of Destination		<u>Midtown Starling Hotel 188 14th St NE, Atlanta, GA 30361;</u> <u>Georgia World Congress Center 285 Andrew Young International Blvd NW, Atlanta, GA 30313</u>	
Reason for Field Trip	<u>DECA International Career Development Conference</u>		
Itinerary - BOE only	<u>Competitions</u>	<u>Workshops</u>	<u>Experiences</u>
Departure Date/Time	<u>Saturday April 25, 2026</u>	Return Date/Time	<u>Thursday April 30, 2026</u>

Type:  Academic (15:1)  Non-Academic (10:1)  Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

# of Students: ~20 # of Total Chaperones: 3 # of Buses: 0

Yes  No  - Do any of the students who will be attending this field trip currently have Specialized Transportation?

Yes  No  - If so, has Specialized Transportation been considered when scheduling transportation for this trip?

Have definite arrangements been made at the field trip destination? Yes  No

Have met with a nurse to address student health needs.

Nurse's Signature M. Meccarello Date 2-3-26

TRIPS REQUIRING BOE APPROVAL ONLY: Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one month prior to the scheduled trip.

Destination is handicap accessible: Yes  No  Lift Van Needed? Yes  No

**COST AND FINANCING**

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	<u>\$25000</u>	
Board of Education Contribution	<u>\$0</u>	
Other	<u>\$0</u>	
Fundraising Activity	<u>(\$5000)</u>	<u>DECA Store</u>
<b>BALANCE</b>	<b><u>\$20000</u></b>	
Student Contribution		
Transportation	<u>\$400</u>	
Entrance Fees, Room & Board	<u>\$600</u>	
<b>TOTAL Cost of Trip to Each Student</b>	<b><u>\$1000</u></b>	

**SIGNATURES - PLEASE PRINT & SIGN**

Teacher PRINT: Jaclyn DeVlyder & Teresa Brooks SIGN: [Signature] Date February 3, 2026

DL PRINT: Lillian Schena SIGN: [Signature] Date 2/3/2026

Principal PRINT: Richard Aroian SIGN: [Signature] Date 2/3/26

Assistant Superintendent [Signature] Date 02/04/26 Approved  Not Approved

Board of Education Approval\*\*\* YES  NO  Date \_\_\_\_\_

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_ **Board Meeting Date** February 19, 2026  
**Decision Requested** X **Agenda Code** 11 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Leonard and Gladys Joll Scholarship Committee Appointment

**Summary of Issue:** The Leonard and Gladys Joll Scholarship applications will be reviewed prior to the April 16, 2026 Board of Education meeting, and a recipient will be selected to be recommended for Board approval.

**Background:** Annually the chairperson of the Board of Education appoints a committee of the Board to select a recipient for the Leonard and Gladys Joll Scholarship.

**Alternative Strategies:** Reject

**Cost (if applicable):** \$300.00 **Funding Source:** Joll Scholarship Fund

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Chairperson of the Board will appoint a committee to select a recipient for the Joll Scholarship.



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 19, 2026  
Decision Requested X Agenda Code 11 c. 1

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Educational Specifications for the Hatton Elementary Roof Replacement Project. \_\_\_\_\_

**Summary of Issue:** The Hatton Elementary School roof has areas that are 23 and 30 years old and need to be replaced. \_\_\_\_\_

**Background:** The TOS residents approved the replacement of the roof via a referendum in the November 2025 Elections. \_\_\_\_\_

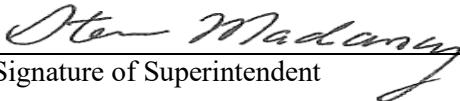
**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** N/A **Funding Source:** Town of Southington Bond Project

**Beginning Date of Program or Project:** November 2025

**Ending Date of Program or Project:** September 2026

**Recommendation or Comment:** Recommend that the Board of Education approve the Educational Specifications for the Hatton Elementary Roof Replacement project. \_\_\_\_\_

  
\_\_\_\_\_  
Signature of Superintendent

## **Educational Specification for William Hatton Elementary School**

**Project: Roof Replacement, William Hatton Elementary School,**  
50 Spring Lake Road, Southington, Connecticut 06489

### **1. RATIONALE:**

The long range plan for the district shows the William Hatton Elementary School (student population 405) calling for a replacement of 71,347 s.f. of low-sloped and sloped roofs at the school. The last roof replacement project were performed in 1996 and 2003 and the roofs are now 23 and 30 years old, exceeding their life expectancy. The district plans to bid the project in the winter of 2026 and have the roofs replaced over the summer 2026. Extensive interior and deck damage could be caused if the roofs are left un-replaced.

### **2. LONG – RANGE PLAN:**

The districts school facilities provision calls for a safe and appropriate learning environment for the students and staff. In order to comply with this aspect of the plan, it is required to remove & replace all of the low-sloped and sloped roof sections at Suffield High School.

### **3. THE PROJECT:**

This project will be bid in one phase and one membrane option as follows:

#### **Low-Sloped Roofs (with existing 4-ply Sloped Roofs (with existing asphalt shingles):**

- Remove existing asphalt shingles
- Remove existing vented deck
- Remove existing rigid insulation
- Remove & replace all existing perimeter metal flashings

- Remove & replace fan unit & mechanical unit flashings
- Install new 5" Polyisocyanurate rigid insulation
- Install new vented deck
- Install new ice & water shield across entire deck
- Install new standing seam metal panel system
- Install new gutters & downspouts

Sloped Roofs (with existing 4-ply modified bitumen membrane):

- Demo existing modified bitumen roofing membrane, insulation, flashing, gutters & downspouts
  - Install new 5" rigid polyisocyanurate insulation boards
  - Install cover boards
  - Install new PVC roofing membrane with false battens & flashings along with metal fascia flashing
  - Install new gutters & downspouts
  - Install new vent flashing, HVAC flashing, pitch boxes & blocking as req'd
- 
- The current school includes grades K-5 and houses various classrooms, Multi-purpose room, gymnasium, art rooms, music rooms, nurses office, main office, kitchen, server, cafeteria, custodial spaces, storage rooms, boiler room and administration offices.
  - Environmental testing is not required.
  - No FFE will be included in this project.

**4. BUILDING SYSTEMS:**

- Security: n/a
- Public Address: n/a
- Technology: n/a
- Phone System: n/a
- Clocks: n/a

**5. INTERIOR BUILDING ENVIRONMENT:**

- Acoustics: n/a
- Ceilings: If ceiling tiles are damaged due to water leaking from the roof, they will be replaced by the district and will not be part of the project. As well, if walls were stained due to water infiltration, the district will also be handling this scope.
- Lighting: n/a
- HVAC: limited rooftop equipment will be affected in order to satisfy roofing warranties.
- Plumbing: n/a.
- Windows & Doors: n/a

**6. SITE DEVELOPMENT:**

- Site Acquisitions: n/a

- Parking: n/a
- Drives: n/a
- Walkways: n/a
- Outdoor Athletic Fields: n/a
- Landscaping: n/a
- Site Improvements: n/a

## **7. CONSTRUCTION BONUS REQUESTS:**

William Hatton Elementary School does not house any special program eligible for a school construction bonus.

- School Readiness: n/a
- Lighthouse School: n/a
- CHOICE: n/a
- Reduced class size: n/a
- Regional Vo-ag Center: n/a
- Inter-District Magnet School: n/a
- Inter-District Cooperative School: n/a
- Regional Special Education Center: n/a

## **8. COMMUNITY USES:**

William Hatton Elementary School is designed for community use during school hours, before and after school hours and on some weekends throughout the school year and summer months. The uses included but are not limited to include:

- PTO
- Parks & Recreation Basketball
- Town Voting

Various and sometimes multiple areas are used for these functions.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 19, 2026  
Decision Requested X Agenda Code 11 c. 3

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Educational Specifications for the Thalberg Elementary Roof Replacement Project.

**Summary of Issue:** The Thalberg Elementary School roof is 24 years old and needs to be replaced.

**Background:** The TOS residents approved the replacement of the roof via a referendum in the November 2025 Elections.

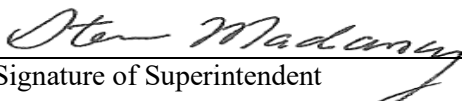
**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** N/A **Funding Source:** Town of Southington Bond Project

**Beginning Date of Program or Project:** November 2025

**Ending Date of Program or Project:** September 2026

**Recommendation or Comment:** Recommend that the Board of Education approve the Educational Specifications for the Thalberg Elementary Roof Replacement project.

  
\_\_\_\_\_  
Signature of Superintendent

**February 10, 2026**  
**EDUCATIONAL SPECIFICATIONS FOR**  
**THALBERG ELEMENTARY SCHOOL**  
**PARTIAL ROOF REPLACEMENT PROJECT**

**PROJECT RATIONALE**

The current plan and requirements for the Thalberg Elementary School calls for the provision of a safe and healthy learning environment. All the flat roof areas are in excess of twenty years and are at the end of their useful service life and are in need of replacement. While repairs have consistently been made to the roof in recent years, the roof continues to leak. Many of these leaks have resulted in damage to the facility and school equipment, furniture and supplies. Preliminary investigations included site visits, and a review of all available existing construction documents. As part of the new roof installation the district will adopt a comprehensive maintenance plan with regularly scheduled inspections to ensure proper performance of the roof systems.

The Thalberg Elementary School total roof area is 63,668 s.f. The portion of roof to be replaced as part of this project is 62,680 s.f. The standing seam metal roof at the main entrance to the School is not included in the scope of work.

**LONG RANGE PLANS**

The long-range plans for the school building calls for the provision of a safe, healthy and appropriate learning environment. In order to meet this objective of the plan, it is necessary to replace all the flat roof areas.

The Board of Education plans to continue to utilize the Thalberg Elementary School in it's current capacity for a minimum of 20 years. The new roof systems will meet or exceed the State of Connecticut Department of Education standards including the required minimum roof pitch. In order to ensure the new roof systems will function properly and provide a safe and healthy environment, the following associated items of work have been identified as critical to an effective roof replacement project:

- Survey existing roof materials and test for the presence of hazardous materials.
- Review roof drain placement and design accordingly
- Inspect and replace any deteriorated roof deck material

The roof replacement and identified associated work will ensure the envelope of the Thalberg Elementary School is weather tight allowing the Southington Board of Education to comply with their long range plan.

## **THE PROJECT**

### **Flat Roof Areas**

- Test for/identify any asbestos or PCB containing roofing and flashing materials
- Remove all damaged roofing materials down to the deck and dispose of hazardous materials in appropriate manner (if found).
- Inspect roof deck for damage. Repair/replace damaged areas where necessary
- Install a new membrane roof system with integral fascia and flashings. Minimum slope of ¼” per ft.

### **Standing Seam Roof Area**

- To remain in place – no change

### **Other Work – Roof**

- The existing internal roof drains will be replaced as part of this project. Install new secondary drains (overflow) or overflow scuppers as needed.

## **BUILDING SYSTEMS**

Security:	Not applicable
Public Address:	Not applicable
Technology:	Not applicable
Phone System:	Not applicable
Clocks:	Not applicable
Security camera:	Not applicable

## **INTERIOR BUILDING ENVIRONMENT**

Acoustics:	Not applicable
Lighting:	Not applicable
HVAC:	Not applicable.
Plumbing:	Not applicable
Windows/Doors	Not applicable

## **SITE DEVELOPMENT**

Site Acquisition:	Not applicable.
Parking:	Minor areas of replacement/repairs may be required if damaged during construction.
Drives:	Minor areas of replacement/repair may be required if damaged during construction.

Walkways: Minor areas of replacement/repair may be required if damaged during construction.

Outdoor Athletic Facilities: Not applicable.

Landscaping: Minor areas of replacement/repair required due to damage during construction.

Site Improvements: Not applicable.

## **CONSTRUCTION BONUS REQUEST**

School Readiness: C.G.S. 10-285a(e) – Not applicable

Lighthouse Schools; CHOICE: C.G.S. 10-285a(f) – Not applicable

Full-day Kindergarten: C.G.S. 10-285a(g), as amended – Not applicable

Reduced Class Size: C.G.S. 10-285a(h) – Not applicable

Regional Vo-Ag Center: C.G.S. 10-285a(h) – Not applicable

Interdistrict Magnet School: C.G.S. 10-65 – Not applicable

Interdistrict Cooperative School: C.G.S. 10-264h – Not applicable

Regional Special Education Center: C.G.S. 10-158a – Not applicable

C.G.S. 10-76e – Not applicable

## **COMMUNITY USES**

The Thalberg Elementary School Building is utilized to provide some community-based activities, typical of an elementary school before, during and after school hours and throughout the calendar year.

Additionally, various Town Departments may use the facilities within the building, in accordance with Board of Education policy.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ X \_\_\_\_\_

Board Meeting Date February 19, 2026

Decision Requested \_\_\_\_\_

Agenda Code 11 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 1312 – Public Complaints - Revised - First Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 1312 – Public Complaints

**Background:** The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A      **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

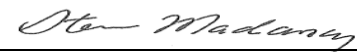
**Recommendation or Comment:** The Board of Education Policy & Personnel Committee is bringing the draft Policy 1312 to the full Board for a First Reading.

**Titles of Attachments:**

1. DRAFT Policy 1312



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Policy 1312**  
**Public Complaints - Revised Policy**  
*Draft*

## Series 1000: Community Relations

### Public Complaints

Complaints made to Board members or to central office about school personnel or school grounds shall be referred to the Superintendent. ~~for study and possible resolution.~~ The Superintendent/designee will direct the complainant to the staff member best situated to reach a resolution.

If the complainant is dissatisfied with the resolution, he may review the concern with the next staff member best situated to reach a resolution according to the organizational chart in R-2100(1). There is no appeal process.

If the complaint concerns an individual employee, said employee shall be advised of the complaint and be given the opportunity to explain or comment on the allegations in question.

Any parent/guardian or other person who insults or abuses any teacher or other employee on school property or in the presence of students may be prosecuted by the district under the provisions of law. (Relocated from regulations)

Anonymous complaints will not be considered.

### Cross Reference **R-2100(1)**

Cross Reference **Policy 1316 Relations between Public and School Personnel** Cf.1220  
Citizens' Advisory Committees Cf.5145.2 Freedom of Speech/Expression ~~Legal Reference:~~  
~~Connecticut General Statutes 10-238 Petition for Hearing by Board of Education~~

Policy Adopted: October 1998

Policy Reviewed: January 2003

Policy Revised: March 2025

Policy Revised: January 2026

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ X \_\_\_\_\_

Board Meeting Date February 19, 2026

Decision Requested \_\_\_\_\_

Agenda Code 11 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 3432 – Budget and Finance Reports/Annual Financial Statement - Revised - First Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 3432 – Budget and Finance Reports/Annual Financial Statement

**Background:** The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A      **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Board of Education Policy & Personnel Committee is bringing the draft Policy 3432 to the full Board for a First Reading.

**Titles of Attachments:**

1. DRAFT Policy 3432



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Policy 3432**  
**Budget and Finance Report/Annual Financial**  
**Statement - Revised Policy**  
*Draft*

## Series 3000: Business and Non-Instructional Operations

### Business

#### Budget and Expense Report/Annual Financial Statement and Unexpended Funds

An annual financial report covering the preceding fiscal year ~~and including recommended transfers~~ shall be submitted at the regular ~~August~~ **September** Board meeting. The annual report of the Board of Education shall include a summary showing (1) the total cost of the maintenance of schools, (2) the amount received from the state and other sources for the maintenance of schools, (3) the net cost to the municipality of the maintenance of schools, and (4) the balance of any nonlapsing, unexpended funds account.

Notwithstanding any provision of the general statutes or the municipal charter, the Board may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriations, in an amount not to exceed 2% of the total budgeted appropriation for such prior fiscal year. Each expenditure from the account must be authorized by the Board and shall be made only for educational purposes.

The non-lapsing, unexpended funds account report will be submitted to both the Connecticut State Department of Education (CSDE) and the exclusive bargaining representative for certified employees.

Additionally, within 30 days from the adoption of the Board's budget, the Superintendent/designee will notify the exclusive bargaining representative(s) for certified employees of (1) the establishment of the non-lapsing account, or (2) the Board's intended uses of any funds in the non-lapsing account during the next fiscal year.

#### Legal Reference:

Conn. Gen. Stat. § 10-221

§ 10-222

§ 10-248a

Public Act 25-93, "An Act Increasing Resources for Students, Schools and Special Education."

Policy adopted: October 1988

Policy reviewed: April 2003

Policy Revised: January 2026



**Policy 4100**  
**Hiring of Staff – NEW/REPLACEMENT Policy**  
*Draft*

**Series 4000: Personnel****Certified Personnel****Permanent Personnel****Recruitment and Selection**

~~The Southington Board of Education believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicted on a climate of inclusion.~~

~~The schools shall engage in fair, sound, and nondiscriminatory personnel practices in the appointment of all district employees in accordance with state statute 46a-81c.~~

~~The administration shall be responsible for establishing recruitment, selection, and appointment procedures. In addition, all prospective employees shall be tested to document that they are free of the presence of illegal or controlled drugs. In compliance with state law and Board of Education policy, all prospective employees shall be fingerprinted prior to hire to determine whether there has been prior criminal conviction. Failure to disclose a prior criminal conviction is grounds for termination. Within an appropriate period of time, approximately 30 days of starting the position, a physician shall certify to the Superintendent of Schools that said employee is in good health and is physically capable to perform job responsibilities.~~

**Hiring of Staff**

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Southington Public Schools, subject to the provisions of any applicable collective bargaining agreement.

**Administrative and Certified Staff**

~~The Superintendent of Schools is authorized to hire all certified and classified staff except for the Business Manager, Athletic Director, the Language Arts Coordinator and those certified administrators who have direct supervisory responsibilities of certified personnel. The Board of Education hires the Business Manager, Athletic Director, the Language Arts Coordinator and all administrators who have direct supervisory responsibilities of certified personnel.~~

The Board of Education shall be responsible for the appointment of the Superintendent, Assistant Superintendent, Director of Teaching and Learning, Director of Business and Finance, Director of Pupil Personnel Services, Director of Operations, Principals, Assistant Principals, and Athletic Director in accordance with the procedures set forth in Section 10-151 of the Connecticut General Statutes, and in accordance with any applicable collective bargaining agreement.

The Superintendent will arrange for three rounds of interviews for all in-line\* administrative positions. Round one consists of parents and staff, round two of administrators and round three of central office staff. The Superintendent then presents the one recommended candidate to the Board for final approval. The Board reserves the right to direct the Superintendent to repost the position. If the position is reposted, the process repeats.

*\*In-line – Principal, Assistant Principals, Athletic Director, Director of Teaching and Learning, Pupil Service Director*

**Series 4000: Personnel**

**Hiring of Staff**

The Superintendent of Schools shall be responsible for appointments to all other positions requiring a certificate issued by the State Board of Education.

**Classified Staff**

The Superintendent of Schools or designee shall be responsible for appointments to all positions of employment within the Southington Public Schools which do not require a certificate issued by the State Board of Education.

The Superintendent is ~~also~~ authorized to accept all staff resignations.

**Legal Reference:**

- Connecticut General Statutes 10-151
- Connecticut General Statutes 10-220

Policy adopted: December 1988

Policy revised: May 1994, April 2003, March 2006, October 2007, **TBD 2026**

**Series 4000: Personnel**

**Hiring of Staff**

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Policy adopted: December 1988

Policy revised: May 1994, April 2003, March 2006, October 2007, **TBD 2026**

**Series 4000:Personnel****REPLACE****Recruitment and Selection**

The Southington Board of Education believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicted on a climate of inclusion.

*This section covered in NEW P-4105*

The schools shall engage in fair, sound, and nondiscriminatory personnel practices in the appointment of all district employees in accordance with state statute 46a-81c.

The administration shall be responsible for establishing recruitment, selection, and appointment procedures. In addition, all prospective employees shall be tested to document that they are free of the presence of illegal or controlled drugs. In compliance with state law and Board of Education policy, all prospective employees shall be fingerprinted prior to hire to determine whether there has been prior criminal conviction. Failure to disclose a prior criminal conviction is grounds for termination. Within an appropriate period of time, approximately 30 days of starting the position, a physician shall certify to the Superintendent of Schools that said employee is in good health and is physically capable to perform job responsibilities.

The Superintendent of Schools is authorized to hire all certified and classified staff except for the Business Manager, Athletic Director, the Language Arts Coordinator and those certified administrators who have direct supervisory responsibilities of certified personnel. The Board of Education hires the Business Manager, Athletic Director, the Language Arts Coordinator and all administrators who have direct supervisory responsibilities of certified personnel. The Superintendent is also authorized to accept all staff resignations.

*This section covered in NEW P-4100*

**Legal Reference:***Connecticut General Statutes*

- 10-151, Employment of teachers. Notice and hearing on termination of contract.
- 46a-81c, Discriminatory Employment Practices Prohibited
- 10-221d (a), Fingerprinting and Disclosure of criminal convictions

Policy adopted: December 1988

Policy revised: May 1994, April 2003, March 2006, October 2007

**Series 4000:Personnel****REPLACE****Recruitment and Selection****Classified Personnel****Permanent Personnel****Recruitment and Selection**

It is the responsibility of the Superintendent of Schools and of persons designated by the Superintendent to determine the personnel needs of the school district and to locate suitable candidates to recommend for employment to the Board of Education. An estimate of the cost of the recruitment and selection program will be made annually by the Superintendent and presented to the Board of Education for inclusion in the annual budget.

*This section covered in NEW P-4105*

No inquiry with regard to a person's race, color, religion, ancestry, national origin, gender, age, pregnancy, marital status, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics shall be made of a person proposed for or seeking employment.

Prior to initial employment, a physician shall certify to the Superintendent of Schools that said employee is in good health and in fit condition for service. In addition, all prospective employees shall be drug tested to document that they are free of the presence of illegal or controlled drugs. No prospective employee is to be hired permanently without satisfactory completion of his/her physical, drug screening, and fingerprinting within 30 days of initial hiring.

It shall be the duty of the Superintendent of Schools to see that persons nominated for employment shall meet all qualifications established by law and by the Board of Education for the type of position for which nomination is made.

*This section covered in NEW P-4100*

(cf. 4111.1 – Affirmative Action)

**Legal Reference:**

*Connecticut General Statutes*

46a-60, Discriminatory Employment Practices Prohibited

Policy adopted: December 1988

Policy revised: May 1994

Policy revised: April 2003

Policy revised: March 10, 2016

# HIRING PROCEDURES

R-4211

**Series 4000:Personnel**

**REMOVE**

## **Recruitment and Selection**

### **Classified Personnel**

#### **Permanent Personnel**

### **Recruitment and Selection**

In the employment of classified personnel, consideration will be given to training, experience and personal characteristics.

1. The vacancy is created.
2. Job responsibilities identifying the supervising administrator are forwarded on a Personnel Request Form to the Personnel Manager.
3. The vacancy shall be posted and advertised for a minimum time in conformity with bargaining units' contracts with the Southington Board of Education.
4. Each candidate will complete an application for each particular vacancy and submit it with any supporting data or references to the personnel office.
5. Employees who are applicants will be interviewed, along with other qualified candidates. Ability, performance and experience will be among the factors in selection.
6. As a condition of employment, a prospective employee must certify to the Superintendent of Schools that the said employee is in good health and in a condition for service. The conditions of employment shall include testing for drug use. This testing will be carried out at an approved lab with test results forwarded to the Personnel Manager. No prospective employee is hired unless the satisfactory completion of these requirements.
7. Drug testing must be completed prior to beginning work at the Southington Public Schools. The physical examination and fingerprinting must be completed within 30 days of beginning employment.

Regulation approved: April 1989

Regulation revised: October 1993

Regulation revised: April 1994

Regulation revised: April 2003

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ X \_\_\_\_\_

Board Meeting Date February 19, 2026

Decision Requested \_\_\_\_\_

Agenda Code 11g.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 4105 – Effective Staff Recruitment and Retention – NEW/REPLACEMENT  
- First Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 4105 – Effective Staff  
Recruitment and Retention.

**Background:** The Policy and Personnel Committee reviews policies with the  
administration to ensure they are current and appropriate.

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A                      **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Board of Education Policy & Personnel Committee  
is bringing the draft Policy 4105 to the full Board for a First Reading.

**Titles of Attachments:**

1. DRAFT Policy 4105



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

**Policy 4105**  
**Effective Staff Recruitment and Retention –**  
**NEW/REPLACEMENT Policy**  
*Draft*

Series 4000: Personnel

**DRAFT****Effective Staff Recruitment and Retention**

Southington Public Schools strive to establish an educational environment that will attract and retain the best qualified people who will enhance student learning. The district recognizes that a highly skilled, motivated, and diverse workforce is essential to achieving its mission of providing high-quality educational opportunities for all students.

The district engages in extensive and targeted recruitment efforts to build a large pool of candidates for all school district positions. Efforts include advertising open positions through media and internet outlets, attending job fairs, connecting with colleges and universities, and networking. These strategies are designed to ensure a timely and competitive recruitment process that results in the selection of qualified and dedicated staff members.

The Southington Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring that effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population. In accordance with Public Act 23-167, Section 10, the district has developed an Increasing Educator Diversity Plan focused on minority teacher recruitment and retention.

The Human Resource Office maintains a comprehensive *Hiring Procedures* document outlining the process from the identification of a vacancy through completion of onboarding. This document ensures that hiring practices are consistent, equitable, and efficient for all candidates and departments. A link to the Hiring Procedures document is available on the district's Human Resources webpage.

Southington Public Schools is dedicated to fostering an environment that supports professional growth, employee engagement, and long-term commitment to the district. Retention strategies include ongoing professional learning opportunities, recognition of staff contributions, mentorship and induction programs, and efforts to maintain positive working conditions and supportive leadership at all levels.

The Superintendent or designee shall regularly review recruitment and retention data, assess progress toward diversity and staffing goals, and report findings to the Board of Education as part of the district's continuous improvement efforts.

**Legal Reference:**

- Public Act 23-167, Section 10 – Increasing Educator Diversity Plan

Policy adopted: December 1988

Policy revised: May 1994, April 2003, March 2006, October 2007. **TBD 2025**

Series 4000: Personnel

**REPLACE**

**Recruitment and Selection**

The Southington Board of Education believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicted on a climate of inclusion.

*This section covered in NEW P-4105*

The schools shall engage in fair, sound, and nondiscriminatory personnel practices in the appointment of all district employees in accordance with state statute 46a-81c.

The administration shall be responsible for establishing recruitment, selection, and appointment procedures. In addition, all prospective employees shall be tested to document that they are free of the presence of illegal or controlled drugs. In compliance with state law and Board of Education policy, all prospective employees shall be fingerprinted prior to hire to determine whether there has been prior criminal conviction. Failure to disclose a prior criminal conviction is grounds for termination. Within an appropriate period of time, approximately 30 days of starting the position, a physician shall certify to the Superintendent of Schools that said employee is in good health and is physically capable to perform job responsibilities.

The Superintendent of Schools is authorized to hire all certified and classified staff except for the Business Manager, Athletic Director, the Language Arts Coordinator and those certified administrators who have direct supervisory responsibilities of certified personnel. The Board of Education hires the Business Manager, Athletic Director, the Language Arts Coordinator and all administrators who have direct supervisory responsibilities of certified personnel. The Superintendent is also authorized to accept all staff resignations.

*This section covered in NEW P-4100*

**Legal Reference:**

*Connecticut General Statutes*

- 10-151, Employment of teachers. Notice and hearing on termination of contract.
- 46a-81c, Discriminatory Employment Practices Prohibited
- 10-221d (a), Fingerprinting and Disclosure of criminal convictions

Policy adopted: December 1988

Policy revised: May 1994, April 2003, March 2006, October 2007

**Series 4000: Personnel**

**REPLACE**

**Recruitment and Selection**

**Classified Personnel**

**Permanent Personnel**

**Recruitment and Selection**

It is the responsibility of the Superintendent of Schools and of persons designated by the Superintendent to determine the personnel needs of the school district and to locate suitable candidates to recommend for employment to the Board of Education. An estimate of the cost of the recruitment and selection program will be made annually by the Superintendent and presented to the Board of Education for inclusion in the annual budget.

*This section covered in NEW P-4105*

No inquiry with regard to a person's race, color, religion, ancestry, national origin, gender, age, pregnancy, marital status, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics shall be made of a person proposed for or seeking employment.

Prior to initial employment, a physician shall certify to the Superintendent of Schools that said employee is in good health and in fit condition for service. In addition, all prospective employees shall be drug tested to document that they are free of the presence of illegal or controlled drugs. No prospective employee is to be hired permanently without satisfactory completion of his/her physical, drug screening, and fingerprinting within 30 days of initial hiring.

It shall be the duty of the Superintendent of Schools to see that persons nominated for employment shall meet all qualifications established by law and by the Board of Education for the type of position for which nomination is made.

*This section covered in NEW P-4100*

(cf. 4111.1 – Affirmative Action)

**Legal Reference:**

*Connecticut General Statutes*

46a-60, Discriminatory Employment Practices Prohibited

Policy adopted: December 1988

Policy revised: May 1994

Policy revised: April 2003

Policy revised: March 10, 2016

# HIRING PROCEDURES

R-4211

Series 4000: Personnel

**REMOVE**

## Recruitment and Selection

### Classified Personnel

#### Permanent Personnel

### Recruitment and Selection

In the employment of classified personnel, consideration will be given to training, experience and personal characteristics.

1. The vacancy is created.
2. Job responsibilities assigned by the supervising administrator are forwarded on a Personnel Request Form to the Personnel Manager.
3. The vacancy shall be posted and advertised for a period of time in conformity with bargaining units' contracts and the Southington Board of Education.
4. Each candidate will complete an application form for each particular vacancy and submit it with any supporting references desired to the personnel office.
5. Employees who are applicants will be interviewed, along with other qualified candidates. Ability, performance and experience will be among the factors in selection.
6. As a condition of employment, a prospective employee shall certify to the Superintendent of Schools that the said employee is in good health and in fit condition for service. The conditions of employment shall include a requirement for drug usage. This testing will be carried out at an approved laboratory. Test results to be forwarded directly to the Personnel Manager. No prospective employee shall be employed without satisfactory completion of these requirements.
7. Drug testing must be completed prior to beginning work with the Southington Public Schools. The physical examination and fingerprinting must be completed within 30 days of beginning employment.

Regulation approved: April 1989  
Regulation revised: October 1993  
Regulation revised: April 1994  
Regulation revised: April 2003



**Policy 5113**  
**Attendance, Excused Absences and Truancy -**  
**Revised Policy**  
*Draft*

**Series 5000: Students****Attendance, Excused Absences and Truancy**

Regular attendance is essential for an effective school experience and necessary for annual promotion. The responsibility for regular attendance rests with the parents or guardians of the student. The Southington Public Schools shall make every effort to keep the appropriate person informed in this most critical area.

Students in the Southington Public Schools, by Connecticut State Statute, are required to attend school regularly during the hours and days the public school is in session. It is the intent and purpose of the Board of Education to develop and foster the maximum potential in each and every student.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

It is our belief that successful performance in school is closely related to regular attendance. When a student is absent, he/she misses the important interaction that occurs in the classroom. For that reason, the Southington Public Schools establishes the following procedures and regulations which are aimed at the prevention and evaluation of absences for unexcused reasons.

When possible, authorized parents/guardians requesting dismissal before the normal end of the school day shall make a written request to do so. The parent, guardian or designee identified in such a request must come into the school office and provide appropriate identification in order to pick up the student and sign the student out.

Early dismissal should be requested only in emergency or unusual situations.

**Series 5000: Students****Attendance, Excused Absences and Truancy**

SPS uses three absence codes based on the following criteria:

**AV= Absence verified by a parent/guardian=** a parent/guardian calls a student out. Per CT state law, a parent/guardian can call a child out up to nine times a school year.

**AE= Absence Excused=** the school receives a doctor's note for the absence or another legally acceptable reason.

**UNV= Unverified Absence=** no one calls the student out and a robo call was sent from the school, but this is unverified until a parent/guardian contacts the school.

A student's absence from school shall be considered "absence excused" if verification of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and provides appropriate verification to school officials.

Such verification may include a signed note from the student's parent/guardian, verification from a school official that spoke with the parent/guardian regarding the absence, voicemail from a parent/guardian, or a note confirming the absence by a licensed medical professional, as appropriate. Verification must explain the nature of and the reason for the absence as well as the length of the absence. Separate verification must be provided for each incidence of absenteeism.

Observance of a religious holiday is considered an excused absence. Faculty will work in conjunction with students affected by these and other observation days to create accommodations for any missed work. The accommodations must ensure students are not penalized for any work submitted late during the holiday observance.

**Series 5000: Students****Attendance, Excused Absences and Truancy**

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
  2. Student's observance of a religious holiday;
  3. Death in the student's family or other emergency beyond the control of the student's family;
  4. Mandated court appearances (documentation required);
  5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required and does not apply to exclusion from transportation for disciplinary reasons);
  6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

When a student is out of school or class because of an excused absence, appropriate provisions will be made by school personnel regarding make up of missed assignments, homework, tests, and other class activities missed.

**Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences, such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

**Unverified Absences**

It is the philosophy of the Board of Education to stress prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents and students informed as to attendance

## Series 5000: Students

### Attendance, Excused Absences and Truancy

problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student's absence from school shall be considered unverified unless

1. The absence meets the definition of an absence verified and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

An unverified absence occurs when a student is out of school for reasons other than those approved as verified absences. When a student is absent for an unverified reason, the amount and kind of assistance provided shall be at the discretion of the student's teacher(s) after consultation with the building administrator.

### Chronic Absenteeism

As used in this section, the applicable definitions are as follows:

1. **Chronically absent child:** an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.
2. **Absence:** An excused absence, unverified absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.
3. **District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the board of education for such school year.
4. **School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic

**Series 5000: Students****Attendance, Excused Absences and Truancy**

- absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
  3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a district chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall annually include information for the strategic school profile report for each school and the District that it submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

**Truancy**

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By state statute, responsibility for assuring that students attend school rests with the parent/guardian. Every effort must be made to keep absences and tardiness to a minimum. To assist parent/guardian and others in meeting this responsibility, the Board of Education has developed the following procedures:

1. Annually notify parent(s) or other person(s) having control of each child enrolled, inclusive in writing of the obligations of the parent/guardian pursuant to student attendance (C.G.S. 10-184).
2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.
3. Establish a system for monitoring student's individual attendance.

**Series 5000: Students****Attendance, Excused Absences and Truancy**

4. Make a reasonable effort to notify the parent(s)/guardian whenever a child fails to report to school on a regularly scheduled school day and no verification has been received by school officials that the child's parent /guardian is aware of the student's absence.
5. Identify a student as "truant" when the student has four (4) unverified absences in any one month or ten (10) unverified absences in any school year.
6. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" or chronically absent within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
7. Identify a student as a "habitual truant" when the student has twenty (20) unexcused absences in any school year.
  - A. Referral will be made to the Planning Placement Team to determine whether or not an educational evaluation is appropriate, prior to a written complaint to Superior Court.
  - B. Referral to the district's Attendance Support & Engagement Team (formerly Truancy Committee)
8. Provide for the coordination of services and refer enrolled students who are truants or habitual truants to community agencies providing child and family services.

A student who is identified as a "truant" may be subject to the following consequences:

- A. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
- B. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level.

**Limits of Liability**

School personnel who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

**Series 5000: Students****Attendance, Excused Absences and Truancy**

Students who become ill during the school day may be excused by the school nurse and transportation home must be provided by the parent or his/her designee.

**Legal Reference:****Connecticut General Statutes**

10-220(c) Duties of boards of education (as amended by PA 15-225) 10-184 Duties of parents (as amended by PA 98-243 and PA 00-157) 10-185 Penalty 10-199 through 10-202  
Attendance, truancy - in general  
10-198a Policies and procedures concerning truants (as amended by PA 11-136) 10-220(c) Duties of boards of education (as amended by PA 15-225) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) PA 15-225 An Act Concerning Chronic Absenteeism

*Action taken by State Board of Education on January 2, 2008, to define "attendance."*

*Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.*

Policy Adopted: February 1989  
Policy Revised: August 2002  
Policy Revised: June 23, 2016  
Policy Revised: September 8, 2016  
Policy Revised: May 2025  
Policy Revised: **January 2026**



**High School Department Leader  
-REVISED**



## **JOB DESCRIPTION**

**TITLE:** High School Department Leader

**QUALIFICATIONS:**

1. Certification as an intermediate administrator (092) or department chairperson (105).
2. Demonstrated knowledge and experience in the department.
3. Demonstrated experience in working cooperatively and effectively with others.
4. Three (3) years of successful teaching experience.

**REPORTS TO:** High School Principal or his/her designee

**JOB GOAL:** To effectively lead the department in the coordination and implementation of curriculum, programs, and department operations.

**PERFORMANCE RESPONSIBILITIES:**

**Leadership & Supervision**

- Evaluate, supervise, and support department teachers and paraeducators, fostering professional growth through coaching, mentoring, and role-model teaching.
- Participate in the recruitment, hiring, and onboarding of new teachers and interim staff.
- Provide guidance and support to teachers in classroom management, student discipline, and implementation of school policies.
- Oversee substitute teachers, including daily and long-term substitutes, ensuring curriculum, instructional materials, assessment, and classroom management expectations are met.
- Serve as the primary liaison between the department and school administration for staffing, scheduling, and classroom assignments.

**Curriculum, Instruction & Assessment**

- Collaborate with the Director of Teaching and Learning to lead the development, evaluation, and continuous improvement of department curriculum, ensuring vertical alignment between middle school and high school courses for a coherent and progressive learning experience.
- Facilitate data-driven instructional decisions by analyzing assessment data and identify department priorities.
- Plan, coordinate, and facilitate professional learning opportunities for department staff.
- Oversee maintenance and enhancement of the Program of Studies, including promoting elective courses through events such as course fairs and middle school presentations.

**Operations & Resource Management**

- Develop and manage the department budget, including ordering, receipt, and distribution of supplies and instructional materials.
- Monitor and maintain efficient operational processes within the department, ensuring teachers have the resources needed to deliver high-quality instruction.

**Collaboration & School Improvement**

- Serve as an active member of the School Improvement Team, participate in consensus-building and disseminate relevant information to department staff.

- Act in an advisory capacity to the School Counseling Department to support accurate student placement and scheduling decisions.
- Collaborate with administrators, counselors, and support staff on scheduling, teacher assignments, and the use of departmental resources.
- Perform other related duties as assigned by the principal.

1. — Assist with the evaluation and supervision of teachers and paraeducators.
2. — Lead viable curriculum development and evaluation.
3. — Plan and facilitate professional learning for the department and related staff.
4. — Assist in all routine matters that concern teachers in the department.
5. — Assist with the development and control of the department's budget.
6. — Order and receive all supplies and materials.
7. — Assist the administration in hiring new teachers and/or interim positions.
8. — Assist the administration in maintaining proper school discipline.
9. — Supervise substitute teachers.
10. — Assist the administration with student scheduling and teacher assignments.
11. — Serve as a member of the School Improvement Team by actively participating, working towards a consensus, and disseminating information to the department.
12. — Act in an advisory capacity to the School Counseling Department.
13. — Perform any and all other related duties assigned by the building principal.

**TERMS OF EMPLOYMENT:**

Annual appointment by the Board of Education.

**EVALUATION:**

Performance evaluated annually by the High School Principal or designee.

**STIPEND:**

Salary schedule per union contract.

Revised January 2026

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_ **Board Meeting Date** February 19, 2026  
**Decision Requested**   X   **Agenda Code** 11 i.2

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – High School Assistant Department Leader - REVISED.

**Summary of Issue:** Approval of Job Description – High School Assistant Department Leader - REVISED.

**Background:**   N/A  

**Alternative Strategies:**   N/A  

**Cost (if applicable):**   N/A   **Funding Source:** \_\_\_\_\_


**Beginning Date of Program or Project:**   N/A  

**Ending Date of Program or Project:**   N/A  

**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:  
1. Job Description

  
\_\_\_\_\_  
*Signature of Staff Member Submitting Report*

  
\_\_\_\_\_  
*Signature of Superintendent of Schools*

**High School Assistant Department Leader  
-REVISED**



## **JOB DESCRIPTION**

**TITLE:** High School Assistant Department Leader

**QUALIFICATIONS:**

1. Certification as an administrator (092) or Department Leader (105) preferred.
2. Demonstrated knowledge and experience in the department.
3. Demonstrated experience in working cooperatively and effectively with others.
4. Three (3) years of successful teaching experience.

**REPORTS TO:** High School Principal or his/her designee and Department Leader

**SUPERVISES:** Department programs as directed by the Department Leader

**JOB GOAL:** Assist in coordination and implementation of curriculum, programs, and department operations.

**PERFORMANCE RESPONSIBILITIES:**

Performance Responsibilities may include, but are not limited to:

**Leadership & Supervision**

- Support the supervision, professional growth, and evaluation of department staff through collaborative planning, role-model teaching, and participation in the teacher evaluation process.
- Participate in the recruitment, hiring, and onboarding of new teachers.
- Support the supervision of substitute teachers.

**Curriculum, Instruction & Assessment**

- Assist teachers with pedagogical needs, family communication, differentiation strategies, and other professional support.
- Collaborate with the Department Leader on data analysis to inform improvement plans, professional development, and instructional practices.
- Coordinate lesson plans and instructional materials during teacher absences, including curriculum planning with long-term substitutes.
- Assist with the planning, scheduling, and implementation of testing.

**Operations & Resource Management**

- Collaborate with the Department Leader on the development of course sections, teacher course assignments, and the effective use of support staff.
- Help manage departmental operations, including budget oversight, ordering, organization, and distribution of instructional supplies and equipment.

**Collaboration & School Improvement**

- Serve as an active member of the School Improvement Team.
- Perform other related duties as assigned by the principal or Department Leader.

- ~~1. Assist with the supervision of staff.~~
- ~~2. Assist with curriculum development and evaluation.~~
- ~~3. Assist with routine matters of concern to teachers.~~
- ~~4. Assist with the development and control of the department's budget.~~
- ~~5. Assist with the management and handling of supplies and equipment.~~
- ~~6. Assist with the student management within the department.~~
- ~~7. Assist with the supervision of substitute teachers.~~
- ~~8. Assist with student scheduling and teacher assignments.~~
- ~~9. Serve as a member of the School Improvement Team.~~
- ~~10. Assist in coordinating programs with the counseling department and administration.~~
- ~~11. Perform other related duties as may be assigned by the principal or department chairperson.~~

**TERMS OF EMPLOYMENT:**

Annual appointment by the Board of Education.

**EVALUATION:**

Performance to be evaluated annually by High School Administration.

**STIPEND:**

Salary schedule per union contract.

New Format: 08/10/2016 Revised/BOE Approved  
05/25/23 Revised January 2026



Unit Overview	
Unit Title:	Unit 1-Personal Safety
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	3 Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the foundational principles of personal safety in agricultural mechanics. Students will learn about common causes of accidents, the use of safety colors and focal colors, and the importance of personal protective equipment (PPE) including safety glasses, face shields, protective clothing, coveralls, and masks. The lesson will also explore the impact of noise on hearing, including concepts of noise intensity, duration, and decibels. Through discussion, demonstration, and assessment, students will develop an understanding of how to maintain a safe working environment in an agricultural mechanics setting.

### Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"> <li>● <b>PST.02.01.01.a:</b> Identify and explain hazards associated with power, structural and technical systems.</li> <li>● <b>PST.02.02.01.a:</b> Identify personal protective equipment (PPE) and explain its proper use.</li> <li>● <b>PST.02.03.01.a:</b> Explain the importance of safety practices and their impact on workplace productivity.</li> </ul>

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

**Enduring Understanding(s):**  
 What are the big picture understandings that are transferable across contexts, places, and times?

- Safety in agricultural mechanics is critical to preventing accidents and ensuring long-term health.
- Understanding and using personal protective equipment (PPE) is essential in mitigating risks.
- Recognizing noise hazards and interpreting safety signs through color codes helps ensure a safer work environment.

**Essential Question(s):**  
 These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What are the most common causes of accidents in agricultural mechanics?
2. How do safety colors and focal colors communicate danger and caution?
3. Why is PPE such as safety glasses, masks, and coveralls important in this field?
4. How do noise intensity and duration contribute to hearing loss?
5. How can students take responsibility for their own safety and the safety of others?

**What will students know...**  
 Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**  
 Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Vocabulary**



- **Common Causes of Accidents:** Mistakes or unsafe actions that frequently lead to injuries, such as rushing, inattention, or not using PPE.
- **Safety Colors:** Standardized colors used to indicate hazards or safety information (e.g., red for danger, yellow for caution).
- **Focal Colors:** Colors used to draw attention to specific hazards or safety devices.
- **Safety Glasses:** Eyewear that protects the eyes from particles, dust, and debris.
- **Face Shields:** Transparent shields that protect the entire face from splashes or flying debris.
- **Protective Clothing:** Apparel designed to prevent injury, such as gloves, aprons, or boots.

**Skills**

- I can list and explain at least three causes of shop accidents.
- I can correctly match safety colors to their functions.
- I can demonstrate appropriate PPE use during lab activities.
- I can describe how decibels, noise intensity, and noise duration relate to hearing safety.

<ul style="list-style-type: none"> <li>● <b>Coveralls:</b> Full-body garments worn over clothes to protect against dirt, chemicals, and other shop hazards.</li> <li>● <b>Masks:</b> Respiratory protection devices that filter out harmful particles or fumes.</li> <li>● <b>Noise Intensity:</b> The loudness of a sound, usually measured in decibels (dB).</li> <li>● <b>Noise Duration:</b> The length of time a person is exposed to noise.</li> <li>● <b>Decibels (dB):</b> Units used to measure sound intensity; prolonged exposure to sounds over 85 dB can damage hearing.</li> </ul>	
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**Stage 2/3: Instructional Design**

<b>Personal Safety</b>	
<b>Learning Target:</b>	<b>Success Criteria:</b>
<ul style="list-style-type: none"> <li>● I can describe common causes of accidents in agricultural mechanics.</li> <li>● I can identify and interpret safety and focal colors used in the shop.</li> <li>● I can explain the purpose and proper use of personal protective equipment.</li> <li>● I can understand how noise intensity and duration impact hearing.</li> </ul>	<ul style="list-style-type: none"> <li>● I can list and explain at least three causes of shop accidents.</li> <li>● I can correctly match safety colors to their functions.</li> <li>● I can demonstrate appropriate PPE use during lab activities.</li> <li>● I can describe how decibels, noise intensity, and noise duration relate to hearing safety</li> </ul>
<b>Learning Activities</b>	
<p>What is the actual instructional task that supports student learning in this lesson?          Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p> Lesson Plan Chapter 4, Personal Safety in Agricultural Mechanics</p>	
<b>Assessment</b>	
<p>List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<p> Unit 4 Ag Mech Assessment</p>	

## Shop Safety Review and Tool Orientation Tour

### Learning Target:

- I can identify and locate emergency safety equipment in the shop.
- I can explain the function of each safety feature, including fire extinguishers, fire blankets, and eye wash stations.
- I can locate and describe the use of major work areas, including tool benches and tool storage.
- I can describe the importance of keeping safety isles and exits clear.

### Success Criteria:

- I can point out the location and use of all emergency safety features in the shop.
- I can explain how to access and return tools to their proper storage.
- I can describe the importance of safety isles and the fire exit.
- I can follow the instructor through the shop without disrupting others or putting myself or others at risk

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Lesson Plan: Shop Safety and Tool Orientation Tour](#)

### Assessment

List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

[Safety Quiz Missing Words.docx](#)

[Shop and Equipment Safety Skit Scenarios](#)

## Using Common Layout Tools for Measuring and Marking Lumber

### Learning Target:

- I can measure a board to a specified length using a steel tape.
- I can use a try square to mark a straight and accurate cut line.
- I can explain what the kerf is and how to adjust for it when measuring and cutting.

### Success Criteria:

- I can measure a board to a specified length using a steel tape.
- I can use a try square to mark a straight and accurate cut line.
- I can explain what the kerf is and how to adjust for it when measuring and cutting.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Lesson Plan: Measuring and Marking Wood Accurately](#)

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Students are assessed on skill when building Birdhouse Project**

## Cutting Wood with Hand Saws and Hammering Nails

### Learning Target:

- I can identify and safely use a variety of hand saws including rip saws, crosscut saws, back saws, coping saws, and compass saws.
- I can safely and accurately hammer and remove nails using a curved claw hammer.
- I can perform cuts that follow measured lines and produce clean edges.
- I can apply proper body positioning and tool control for accuracy and safety.


### Success Criteria:

- I wear all required PPE and follow all safety rules during tool use.
- I correctly name and select appropriate saws for different cutting tasks.
- I make straight or curved cuts that follow marked guidelines.
- I drive nails flush with the surface and remove them without damaging the board.
- I maintain a clean, safe work area.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

 Lesson Plan: Cutting Wood with Hand Saws and Hammering Nails with Curved Claw Hammers

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Students are assessed on skill when building Birdhouse Project**

## Resources

Any materials and resources related to Stage 3 learning activities.

Wood, Nails, Cutting and Driving Tools, Layout Tools

Unit Overview	
Unit Title:	Unit 2 Hand Tools
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	3 Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn the correct and safe use of common hand tools used in agricultural mechanics. Tools covered include the curved claw hammer, hand saw, coping saw, back saw, screwdrivers (flathead and Phillips), steel tape, square, bar clamps, and bench vises. Students will practice tool handling, understand their applications, and demonstrate correct use during hands-on activities. Emphasis will be placed on accuracy, safety, and tool care.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"> <li>● <b>PST.02.01.01.a:</b> Identify and categorize basic hand tools and their functions.</li> <li>● <b>PST.02.02.01.b:</b> Demonstrate the correct and safe use of common hand tools.</li> <li>● <b>CS.06.01.01.b:</b> Apply problem-solving skills when working with tools and materials in a mechanical system.</li> </ul>

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<p><b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?</p>	<ul style="list-style-type: none"> <li>● Proper use and maintenance of hand tools ensures accuracy, efficiency, and safety in agricultural mechanics.</li> <li>● Different tools are designed for specific functions, and using the correct tool for the job improves results.</li> <li>● Accurate measuring and layout are critical first steps to quality construction.</li> </ul>
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**Essential****Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. Why is it important to use the correct hand tool for a specific task?
2. What safety practices should be followed when using hand tools?
3. How do you distinguish between a flathead and Phillips screwdriver?
4. What are the functions of different types of saws?
5. How can tools like squares and tape measures improve accuracy?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**Vocabulary**

- **Curved Claw Hammer:** A hammer with a curved claw used to remove nails and drive them in.
- **Hand Saw:** A long-bladed tool for cutting wood by hand.
- **Coping Saw:** A narrow-bladed saw used for curved or intricate cuts.
- **Back Saw:** A fine-toothed saw with a reinforced back used with a miter box.
- **Flat Head Screwdriver:** A screwdriver with a flat tip used for slotted screws.
- **Phillips Screwdriver:** A screwdriver with a cross-shaped tip for Phillips screws.
- **Steel Tape:** A flexible measuring tape marked in feet, inches, and fractions.
- **Square:** A tool used to measure and mark right angles.
- **Bar Clamp:** A clamping tool used to hold pieces of wood in place.
- **Bench Vise:** A fixed tool used to hold a workpiece securely during cutting or shaping.
- **Softwood** – Wood that comes from coniferous (needle-bearing) trees; typically used for framing and general construction.
- **Hardwood** – Wood from deciduous (broadleaf) trees; often denser and used for furniture or finishing.

**What will students be able to do...**


Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Skills**

- I can identify at least eight different hand tools and their uses.
- I can demonstrate how to use each tool safely and effectively.
- I can explain the difference between a flat head and a Phillips screwdriver.
- I can measure and mark a board accurately using a steel tape and square.

<ul style="list-style-type: none"> <li>● <b>Lumber</b> – Processed wood that is used for construction; available in different grades and sizes.</li> <li>● <b>Grade</b> – A classification that reflects the quality of the lumber based on defects, straightness, and usability.</li> <li>● <b>Rough Cut</b> – Lumber that has not been planed or smoothed after sawing.</li> <li>● <b>Planed (S4S)</b> – Lumber that has been smoothed on all four sides for uniform thickness and appearance.</li> <li>● <b>Warping</b> – Bending, twisting, or cupping of wood due to uneven drying or moisture changes.</li> <li>● <b>Crosscut</b> – A cut made perpendicular to the wood grain.</li> <li>● <b>Ripping</b> – A cut made parallel to the wood grain.</li> <li>● <b>Saw Teeth</b> – The sharp points on a saw blade that cut through wood.</li> <li>● <b>Grain</b> – The direction, texture, and pattern of wood fibers.</li> <li>● <b>Kerf</b> – The width of the cut made by a saw blade; also refers to the material removed during cutting</li> </ul>	
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**Stage 2/3: Instructional Design**

Chapter 7 Hand Tools	
Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● I can identify and classify different types of hand tools by function.</li> <li>● I can explain the purpose and application of various fasteners and adhesives.</li> <li>● I can select and use the appropriate hand tool safely and effectively for a given task.</li> </ul>	<ul style="list-style-type: none"> <li>● I can accurately describe and demonstrate the use of layout, cutting, boring, and driving tools.</li> <li>● I can choose the correct size and type of fastener or adhesive for a specific mechanical task.</li> <li>● I can follow all safety procedures when using hand tools in the lab/shop environment.</li> </ul>
Learning Activities	
<p>What is the actual instructional task that supports student learning in this lesson?          Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p> <b>Lesson Plan Chapter 7: Hand Tools</b></p>	

## Assessment

[W Hand Tool ID.docx](#)

[W Hand Tools Assignment.docx](#)

[☰ Chapter 7 Assessment](#)

## Cutting, Selecting and Shaping Wood

### Learning Target:

- I can distinguish between softwoods and hardwoods and explain their uses.
- I can identify different lumber grades and finishes and explain how they affect project quality.
- I can demonstrate correct and safe cutting methods, including crosscutting and ripping, based on grain direction.

### Success Criteria:

- I can accurately classify types of wood and explain the characteristics of each.
- I can select lumber based on its grade, finish, and intended use.
- I can safely operate cutting tools and understand the effects of kerf and grain direction on cutting.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[☰ Lesson plan Chapter 9: Selecting, Cutting, and Shaping Wood](#)

### Assessment

List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

[☰ Chapter 9 Assessment](#)

## Driving a Screw into Wood

### Learning Target:


- I can identify the differences between Phillips and standard screwdrivers.
- I can safely and effectively use a screwdriver and power drill to drive screws into wood.
- I can explain when and why to predrill a hole before inserting a screw.

### Success Criteria:

- The student correctly selects the appropriate screwdriver or bit.
- Students safely and effectively drive a screw into wood without damaging materials.
- Students can demonstrate predrilling a hole and explain its importance.
- Students use PPE and follow safety protocols during all activities.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

 Lesson Plan: Driving Screws into Wood

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Students are assessed on skill when building Birdhouse Project**

## Bluebird House Build – Hand Tools

### Learning Target:

- I can safely and accurately build a bluebird house using hand tools.
- I can build a second bluebird house using power tools with improved efficiency and quality.
- I can compare the results of different tool types and reflect on craftsmanship improvements.

### Success Criteria:

- I correctly use layout and measuring tools to mark accurate cuts.
- I safely and skillfully operate both hand and power tools.
- I produce two complete, structurally sound bluebird houses.
- I can articulate differences in tool use, time efficiency, and quality between builds.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

 Capstone Project: Bluebird House Build – Hand Tools vs

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**See Rubric in packet above**

## Resources

Any materials and resources related to Stage 3 learning activities.

Wood, Screws, Tools

Unit Overview	
Unit Title:	Unit 3 Power Tools
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	2 Weeks (5 class days)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the safe use and practical applications of power tools in agricultural mechanics. Students will explore differences between impact drivers and cordless drills, learn to safely operate sanders and various types of saws as through hands-on applications.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<b>PST.02.01.01.b:</b> Demonstrate safe operation of portable power tools.
<b>PST.04.01.01.a:</b> Identify and explain hazards associated with tools and equipment.
<b>PST.02.02.01.a:</b> Compare and contrast hand and power tools.
<b>CS.03.02.02.b:</b> Apply technical skills in a mechanical setting using tools and equipment.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<p><b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?</p>	<ul style="list-style-type: none"> <li>• Each portable power tool serves a specific function and must be used correctly and safely.</li> <li>• Knowing the distinctions between similar tools allows for better tool selection and improved outcomes.</li> <li>• Safety is non-negotiable when working with any powered equipment.</li> </ul>
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**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What are the primary differences between an impact driver and a cordless drill?
- How do I change and safely secure drill bits?
- When is it appropriate to use a sander or saw?
- How can I ensure safe operation and maintenance of portable power tools?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**Vocabulary**

- **Impact Driver:** a power tools designed to drive screws and bolts with rotational and concussive force
- **Cordless Drill:** A battery powered drill for driving screws or drilling holes
- **Drill Bit:** A cutting tool attached to a drill to bore holes in materials
- **Belt Sander:** A power sander that uses a looped sanding belt for smoothing down surfaces
- **Bench Sander:** A stationary sander that is mounted to a workbench for shaping and finishing materials
- **Orbital Sander:** A handheld sander that moves in small orbits for fine finishes
- **Reciprocating Saw:** A handheld power saw with a stiff blade that moves back and forth
- **Sabre Saw:** A handheld saw with a fine blade used for cutting curves or shapes
- **Grounded Plug** – A power cord plug with three prongs, including a ground wire for electrical safety.
- **Cordless Tools** – Battery-powered tools that offer portability and convenience without a cord.
- **Double Insulated** – A safety feature where tools have extra internal insulation and do not require a ground plug.
- **Continuous Duty** – A rating indicating that a tool can be run continuously without overheating or damage.

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Skills**

- I can identify and differentiate at least 5 power tools and their functions
- I can follow safety procedures consistently during tools use
- I can explain the differences between various power tools
- I can demonstrate how to operate portable and stationary power tools accurately and safely

<ul style="list-style-type: none"> <li>● <b>Variable Speed</b> – A tool feature that allows the operator to adjust the speed of operation for better control.</li> <li>● <b>Key</b> – A tool (usually a chuck key) used to tighten or loosen components like drill chucks.</li> <li>● <b>Pilot Hole</b> – A small hole drilled before inserting a screw or larger bit to prevent splitting and improve accuracy.</li> <li>● <b>Cooling Vent</b> – An opening that allows heat to escape from the motor, preventing overheating.</li> <li>● <b>Retractable Guard</b> – A safety shield that covers the blade or bit when the tool is not in use.</li> </ul>	
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**Stage 2/3: Instructional Design**

<b>Portable Power Tools</b>	
<b>Learning Target:</b>	<b>Success Criteria:</b>
<ul style="list-style-type: none"> <li>● I can identify the main safety features of modern power tools.</li> <li>● I can describe the function and advantages of grounded plugs, double insulation, and cooling vents.</li> <li>● I can safely operate power tools with variable speed settings and understand how to use tool-specific accessories like a key or pilot hole.</li> </ul>	<ul style="list-style-type: none"> <li>● I can define key power tool safety terms and features.</li> <li>● I can identify when and why to use a pilot hole or variable speed.</li> <li>● I can explain the importance of features like grounded plugs and retractable guards.</li> <li>● I follow all safety procedures when operating or inspecting power tools.</li> </ul>
<b>Learning Activities</b>	
<p>What is the actual instructional task that supports student learning in this lesson?          Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><a href="#">Lesson Plan Chapter 14 Power Tools</a></p>	
<b>Assessment</b>	
<p>List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<p><a href="#">Chapter 14 Assessment</a>  <a href="#">Freshman Ag Mech Power tool quiz.docx</a>  <a href="#">Power Tool Evolution.docx</a></p>	

## Routine Maintenance on Power Tools

### Learning Target:

- I can safely remove and charge a battery from a power tool.
- I can change the blade on a jig saw or reciprocating saw using proper procedure.
- I can change the bit on a drill and the sanding surfaces on a palm sander or portable grinder.
- I can explain how routine maintenance affects tool safety and performance.

### Success Criteria:

- I disconnect the battery before making adjustments.
- I safely and correctly change a blade, bit, or sanding surface on a power tool.
- I demonstrate proper care and storage of batteries and accessories.
- I follow lab safety procedures while working with power tools.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

 **Lesson Plan: Maintenance of Power Tools**

## Bluebird Project- Power Tools

### Learning Target:

- I can safely and accurately build a bluebird house using hand tools.
- I can build a second bluebird house using power tools with improved efficiency and quality.
- I can compare the results of different tool types and reflect on craftsmanship improvements.

### Success Criteria:

- I correctly use layout and measuring tools to mark accurate cuts.
- I safely and skillfully operate both hand and power tools.
- I produce two complete, structurally sound bluebird houses.
- I can articulate differences in tool use, time efficiency, and quality between builds.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

 **Capstone Project: Bluebird House Build – Hand Tools vs**

## Resources

Any materials and resources related to Stage 3 learning activities.

Wood, Nails , Screws, Cutting Tools, Layout Tools

Unit Overview	
Unit Title:	Unit 4 Equipment Operation
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	2 Weeks (5 class days)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will be introduced to the fundamental principles of safe and effective equipment operation, focusing on common agricultural and landscaping machines such as the Toro Dingo and stand-on lawn mowers. Students will explore hydraulic systems, pre-operation inspections, and the use of key equipment components like throttles, booms, loader arms, and mower blades. Hands-on activities will reinforce proper inspection techniques, identification of machine components, and safe operation practices.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<b>AS.05.01.01.a:</b> Identify operating principles and major parts of agricultural power systems.
<b>AS.05.01.02.a:</b> Perform basic pre-operation and safety inspections on agricultural machinery.
<b>AS.05.02.02.a:</b> Operate machinery and equipment safely and efficiently.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<p><b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?</p>	<ul style="list-style-type: none"> <li>• Performing thorough pre-operation inspections ensures safety and prolongs equipment life.</li> <li>• Understanding key components such as hydraulics, booms, loader arms, and mower blades is essential for efficient and safe equipment operation.</li> <li>• Safe operation techniques protect both the operator and others in the work environment.</li> </ul>
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**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- Why is a pre-operation inspection critical before using equipment?
- How do hydraulic systems affect the movement and functionality of equipment like the Toro Dingo?
- What is the purpose of key machine components like the throttle, boom, and loader arms?
- How can proper operation techniques extend the life of mower blades and other implements?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Vocabulary**

- **Hydraulics:** A system using pressurized fluid to create movement or force, commonly used in heavy equipment to move parts like loader arms and booms.
- **Pre-operation Inspection:** A series of checks performed before using equipment to ensure it is safe and ready for use.
- **Implement:** An attachment or tool that can be used with equipment to perform a specific task (e.g., augers, forks, buckets).
- **Toro Dingo:** A compact utility loader often used in landscaping and light construction work, operated with a stand-on platform.
- **Throttle:** A control that adjusts the engine speed (RPM) of equipment.
- **Boom:** An extendable arm on machinery used to lift or extend implements.
- **Loader Arms:** Hydraulic arms used to lift, move, and control an attached implement.
- **Stand-on Lawn Mower:** A type of mower where the operator stands on a platform at the rear of the machine while mowing.
- **Mower Blades:** Sharp, rotating blades under the mower deck that cut grass.

**Skills**

- I can complete a pre-operation inspection checklist without missing steps.
- I can explain the importance of hydraulics and identify hydraulic systems on equipment.
- I can demonstrate safe operation of the Toro Dingo and stand-on mower during hands-on practice.
- I can describe how to maintain mower blades and other key components.

## Stage 2/3: Instructional Design

String trimmer and blower use	
Learning Target:	Success Criteria:
<ul style="list-style-type: none"><li>● I can identify and wear appropriate PPE for operating a string trimmer.</li><li>● I can perform a complete preflight check on a string trimmer.</li><li>● I can properly start a string trimmer using the choke and pull start.</li><li>● I can safely feed line into the trimmer head.</li><li>● I can use the trimmer at the correct angle and distance for efficient cutting.</li><li>● I can identify and avoid hazards, including protecting bystanders.</li><li>● I can identify the correct PPE required when using a backpack blower.</li><li>● I can perform a preflight check on a backpack blower.</li><li>● I can successfully start a backpack blower using the choke.</li><li>● I can use the blower at the proper angle and distance to move debris effectively.</li><li>● I can demonstrate awareness of bystanders and environmental conditions while operating equipment.</li></ul>	<ul style="list-style-type: none"><li>● Students consistently wear all required PPE before operating equipment.</li><li>● Students correctly perform a preflight inspection (fuel level, damage, loose parts, etc.).</li><li>● Students successfully and independently start the trimmer using proper procedure.</li><li>● Students demonstrate the ability to feed trimming line properly and explain how it works.</li><li>● Students operate the trimmer with control, maintaining the correct angle and keeping a safe distance from obstacles and others.</li><li>● Students properly shut down the equipment and store it safely.</li><li>● Students wear appropriate PPE including eye, ear, and foot protection.</li><li>● Students complete a preflight inspection checklist accurately.</li><li>● Students safely start the blower using the correct starting procedure (including choke).</li><li>● Students demonstrate controlled operation and avoid blowing debris toward people or fragile objects.</li><li>● Students shut off and store the blower safely for the next user.</li></ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<a href="#">Lesson Plan: Operating a String Trimmer Safely and Effectively</a>	
<a href="#">Lesson Plan: Using a Backpack Blower Safely and Effectively</a>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
Introductory Activity designed to attract students into Sophomore mechanics class where they would become proficient enough to be assessed	


Toro Dingo Use	
Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>I can identify and perform all steps of a preflight inspection on the Toro Dingo TX 1000.</li> <li>I can demonstrate how to safely start, maneuver, and shut down the Dingo.</li> <li>I can use the boom and bucket controls to perform basic material handling tasks.</li> <li>I can return the Dingo to a neutral, safe position and clean up the work area.</li> </ul>	<ul style="list-style-type: none"> <li>I completed the preflight checklist without missing any steps.</li> <li>I operated the boom and bucket smoothly and without abrupt or dangerous movements.</li> <li>I moved the Dingo safely around a designated area while observing speed and visibility guidelines.</li> <li>I parked and shut down the equipment according to procedures, returning it ready for the next user.</li> </ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<a href="#">Lesson Plan: Operating the Toro Dingo TX 1000</a>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Introductory Activity designed to attract students into Sophomore mechanics class where they would become proficient enough to be assessed	

Mower Use	
Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>I can identify and wear the appropriate PPE for operating a zero-turn mower.</li> <li>I can complete a preflight inspection of the zero-turn mower.</li> <li>I can demonstrate how to start and safely operate a zero-turn mower, including appropriate throttle and choke settings.</li> <li>I can mow in straight lines and avoid hazards and bystanders.</li> <li>I can explain and apply best practices for controlling the direction of discharged debris.</li> </ul>	<ul style="list-style-type: none"> <li>I wear all necessary PPE before approaching the equipment.</li> <li>I complete a preflight inspection using a checklist.</li> <li>I demonstrate the correct startup procedure including choke and throttle use.</li> <li>I drive the mower in straight lines, maintain distance from hazards, and manage debris direction.</li> <li>I shut down and park the mower safely, leaving it in good condition for the next user.</li> </ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<a href="#">Lesson Plan: Operating a Zero-Turn Mower</a>	

## Copy of K Sate Mower Safety Questions

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

 Landscape ID Quiz.pptx

### Resources

Any materials and resources related to Stage 3 learning activities.

#### Equipment ,Fuel, Empty Field

 mowing-trimming\_safety\_manual.pdf

# Intro to Mechanics/Plant Science

Freshmen Course  
1 Quarter Long



# Unit 1 - Personal Safety

This unit introduces students to the foundational principles of personal safety in agricultural mechanics. Students will learn about common causes of accidents, the use of safety colors and focal colors, and the importance of personal protective equipment (PPE) including safety glasses, face shields, protective clothing, coveralls, and masks. The lesson will also explore the impact of noise on hearing, including concepts of noise intensity, duration, and decibels. Through discussion, demonstration, and assessment, students will develop an understanding of how to maintain a safe working environment in an agricultural mechanics setting.



# Enduring Understanding

- Safety in agricultural mechanics is critical to preventing accidents and ensuring long-term health.
- Understanding and using personal protective equipment (PPE) is essential in mitigating risks.
- Recognizing noise hazards and interpreting safety signs through color codes helps ensure a safer work environment.



## Unit 2 - Hand Tools

In this unit, students will learn the correct and safe use of common hand tools used in agricultural mechanics. Tools covered include the curved claw hammer, hand saw, coping saw, back saw, screwdrivers (flathead and Phillips), steel tape, square, bar clamps, and bench vises. Students will practice tool handling, understand their applications, and demonstrate correct use during hands-on activities. Emphasis will be placed on accuracy, safety, and tool care.



## Unit 2 - Enduring Understanding

- Proper use and maintenance of hand tools ensures accuracy, efficiency, and safety in agricultural mechanics.
- Different tools are designed for specific functions, and using the correct tool for the job improves results.
- Accurate measuring and layout are critical first steps to quality construction.



## Unit 2 - Activities



Using the safety lessons taught in the last unit, students begin learning about safe usage of hand tools.



## Unit 3 - Power Tools

This unit introduces students to the safe use and practical applications of power tools in agricultural mechanics. Students will explore differences between impact drivers and cordless drills, learn to safely operate sanders and various types of saws as through hands-on applications.



# Unit 3 - Enduring Understanding

- Each portable power tool serves a specific function and must be used correctly and safely.
- Knowing the distinctions between similar tools allows for better tool selection and improved outcomes.
- Safety is non-negotiable when working with any powered equipment.



## Unit 3 - Activities



Students utilize power tools such as the circular saw, power drill and palm sander to construct a birdhouse.



# Unit 4 - Equipment Operation

In this unit, students will be introduced to the fundamental principles of safe and effective equipment operation, focusing on common agricultural and landscaping machines such as the Toro Dingo and stand-on lawn mowers. Students will explore hydraulic systems, pre-operation inspections, and the use of key equipment components like throttles, booms, loader arms, and mower blades. Hands-on activities will reinforce proper inspection techniques, identification of machine components, and safe operation practices.



# Unit 4 - Enduring Understanding

- Performing thorough pre-operation inspections ensures safety and prolongs equipment life.
- Understanding key components such as hydraulics, booms, loader arms, and mower blades is essential for efficient and safe equipment operation.
- Safe operation techniques protect both the operator and others in the work environment.



# Unit 4 - Activities



Students begin to explore the world of power equipment. They will operate, at a beginner level, a variety of motorized equipment such as a Zero Turn, Dingo, Tractor, Lawn Mower, Leaf Blower and String Trimmer.





Unit Overview	
<b>Unit Title:</b>	Introduction to Dogs
<b>Teacher:</b>	Ms. Woodworth
<b>Grade Level/Course:</b>	Freshmen
<b>Length/Dates:</b>	7 class days
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This Dog Unit introduces students to the principles of canine care within the Animal Science Pathway of AFNR standards. Students will explore dog breeds, anatomy, nutrition, health management, and ethical considerations in breeding and ownership.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>AS.01: Analyze historic and current trends in the animal systems industry</p> <p>AS.02: Classify, evaluate, and select animals based on anatomical and physiological characteristics</p> <p>AS.03: Apply principles of animal nutrition</p> <p>AS.06: Demonstrate proper health management practices</p> <p>CT-AS.01.03.01.a. Identify the following breeds of dogs: Labrador Retriever, Golden Retriever, German Shepherd, Yorkshire Terrier, Beagle, Boxer, Poodle, Rottweiler, Greyhound, Dachshund, Bulldog, and Doberman Pinscher.* CTE Assessment Standard, AS, A1</p> <p>CT-AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution.</p>

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings	<p>Each EU listed should correspond to at least 1 or more EQ below.</p> <p><b>1. How do you properly care for and manage dogs?</b></p>
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that are transferable across contexts, places, and times?

**Essential Question(s):**  
These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. How do a dog's breed influence its behavior, energy level, and suitability for different roles?
2. Why is it important to understand key canine terminology when discussing dog care, breeding, and training?
3. What factors should be considered when choosing a dog, and how do these impact responsible pet ownership?
4. How do different types of dog food affect a dog's health, and what should be considered when selecting a diet for a specific breed or lifestyle?
5. How do the AKC breed groups help classify dogs, and why is this classification important for owners, breeders, and trainers?
6. How can observing a dog's body language help us better understand and communicate with them?

**What will students know...**  
Factual information, vocabulary and basic concepts related to each indicator

1. Define terminology:
  - Weaning (wean)
  - Whelping
  - Bitch
  - Dam
  - Dog
  - Sire or Stud
  - Puppy
  - Parturition
  - AKC

**What will students be able to do...**  
Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

1. Identify the scientific name for canines.
2. Explain the 8 considerations when choosing a dog.
3. Describe the 3 types of dog food available on the market.
4. Identify common internal and external parasites (fleas, ticks, heartworm).
5. Identify and describe the 7 dog breed groups recognized by the AKC.
6. Identify a dog breed's level of energy, physical attributes, breed name, and the group it belongs to.
7. Identify and interpret canine behavior and body language, including dominant and submissive behaviors, signs of fear, and the 8 main types of body language dogs exhibit.
8. Identify the factors that affect the nutritional needs of canines and list general feeding recommendations.
9. Identify the major categories of infectious diseases that affect canines and describe one disease in each category.

## Stage 2/3: Instructional Design

Day 1	
Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. Students will be able to identify the factors that affect the nutritional needs of canines and list general feeding recommendations.</li> <li>2. Students will be able to compare and contrast internal and external parasites, and describe the life cycle of common internal and external parasites.</li> <li>3. Students will be able to identify the major categories of infectious diseases that affect canines, and describe one disease in each category.</li> <li>4. Students will be able to list five noninfectious diseases that affect canines, as well as their symptoms, diagnoses, and treatments.</li> <li>5. Students will be able to identify 7 dog breed groups and at least one breed in each group.</li> </ol>	<ul style="list-style-type: none"> <li>• I can explain at least 3 factors that influence a dog's nutritional needs (e.g., age, activity level, breed, health condition).</li> <li>• I can describe general feeding guidelines for dogs, including frequency and portion size.</li> <li>• I can name the 7 main dog breed groups and give at least one example.</li> <li>• I can describe general characteristics or purposes of each breed group (e.g., herding, sporting, toy).</li> </ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p>The teacher will review PowerPoint notes about dogs while students complete the Dogs PPT notes google doc. After the notes, students will complete the Dog AKC Webquest using the AKC.org website.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Dogs PowerPoint notes</a> <ul style="list-style-type: none"> <li>- While the teacher reviews the PowerPoint, students will take notes in the "<a href="#">Dogs PPT notes</a>" google doc.</li> </ul> </li> <li>2. <a href="#">Dog AKC Webquest</a></li> </ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Students will be assessed using Daily Bellringers as check-ins and an <a href="#">End of Unit Assessment</a>	

Day 2	
Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. Students will be able to identify the main dog breed groups and name at least four specific breeds from each group.</li> </ol>	<ul style="list-style-type: none"> <li>• I can list all of the main dog breed groups (e.g., herding, working, sporting, etc.).</li> <li>• I can name at least four specific breeds within each breed group.</li> <li>• I spelled the breed names correctly and matched them to the correct group.</li> </ul>

- I used resources (notes, textbook, or presentation) to check my accuracy.
- My list shows a clear understanding of how breeds are grouped based on purpose or characteristics.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Then, I review the directions for the Dog Breeds Project assignment where 2-3 students are assigned one dog breed group. For the remainder of the class, students are working on the project and will be due the following class period where each group will present to the class while they take notes on it.

1. Bellringer: Name 2 AKC dog breed groups
1. [Freshman Dog Breeds Project](#)

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

1. [Dog Breed Project Rubric](#)

## Day 3

### Learning Target:

1. Students will take organized notes on their classmates' presentations about dog breed groups and their example breeds, and reflect on what they learned and found interesting.

### Success Criteria:

- I took clear, organized notes during each presentation.
- My notes include the name of each dog breed group and breed presented.
- I listened respectfully and stayed focused during all presentations.
- I completed a thoughtful reflection that explains what I learned and what I found interesting.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Then, I will call on a dog breed group to go in front of the class to present their dog breed group presentation - While classmates present their dog breed group project, students will be completing the dog breed student notes. At the end of the presentations, students will answer the 2 reflection questions to demonstrate their learning of the different dog breed groups/breeds.

1. Bellringer: What are 3 ways humans use dogs? (Answer - Companionship, Protection, Research).
2. [Dog Breed Student Notes & Reflection](#)

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

End of unit assessment

## Day 4 & 5

### Learning Target:

- Students can identify and list the 8 types of dog body language discussed in class.
- Students can explain the difference between dominant and submissive behavior in dogs, using specific examples.
- Students can recognize at least 4 signs of fear in a dog's body language.
- Students can analyze pictures of dogs and correctly label their body language signals based on what I've learned.

### Success Criteria:

- I correctly listed all 8 types of dog body language covered in class.
- I explained how to tell if a dog is dominant or submissive and gave at least one example of each.
- I identified 4 specific signs that show a dog is afraid.  
I accurately labeled the behaviors shown in each picture using correct body language terms.
- I used my notes or class materials to support my answers.
- My work shows that I understand how to read a dog's body language and what it might mean.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Students will read an article about dog body language and answer questions. Afterward, they will read a chapter unit about canines and answer the reading questions.

1. Bellringer: What body language is this dog showing? (Answer - \*Fearful)



2. [Dog Body Language Worksheet Q's](#)
  - a. [Reading](#)
2. Dog Unit Chapter Q's
  - a. Reading

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Will be assessed at the end of the unit - [End of Unit Assessment](#)

## Day 6

### Learning Target:

Students will demonstrate their understanding of key concepts from the canine unit—including nutrition, parasites, diseases, body language, and breed groups—by accurately answering questions on the end-of-unit quiz study guide.

### Success Criteria:

- Students will demonstrate their understanding of key concepts from the canine unit by accurately answering the questions on the end-of-unit quiz study guide.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Students will review for the upcoming canine unit quiz by reviewing the canine dog breeds and working on their study guides. Next class period, they will be assessed on the canine unit.

1. Bellringer: What group does this dog breed belong to? (Answer - Working Group)



2. [Canine Dog Breed Review](#) PPT
3. [Canine Unit Study Guide](#)

### Assessment

List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

Will be assessed at the end of the unit - [End of Unit Assessment](#)

## Day 7

### Learning Target:

1. Students can demonstrate their understanding of key concepts from the canine unit—including nutrition, parasites, diseases, body language, and breed groups—by accurately answering questions on the end-of-unit test.

### Success Criteria:

- Students will earn at least an 80% or higher on the canine unit quiz to demonstrate their understanding.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements.

1. Bellringer: What dog breed am I? (Answer - Greyhound)



### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

At the end of the unit, students will take the following assessment to determine the students' understanding of many of the above learning targets.

1. [Canine Unit Quiz Google Form Assessment](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

#### [Dogs Google Folder](#)

Computer, Projector, Copies of assignments, personal device.

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023

Unit Overview	
<b>Unit Title:</b>	Introduction to Cats
<b>Teacher:</b>	Ms. Woodworth
<b>Grade Level/Course:</b>	Freshmen (9th grade)
<b>Length/Dates:</b>	6 days
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This Cat Unit introduces students to the principles of cat care within the Animal Science Pathway of AFNR standards. Students will explore cat breeds, anatomy, nutrition, health management, and ethical considerations in ownership.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
<b>AS.01:</b> Analyze the anatomy and physiology of animals.	<ul style="list-style-type: none"> <li>AS.01.01: Compare and contrast major animal body systems (focus on feline anatomy and how form supports function).</li> </ul>
<b>AS.02:</b> Evaluate the nutritional requirements of animals.	<ul style="list-style-type: none"> <li>AS.02.01: Develop feeding programs and understand feline dietary needs at different life stages.</li> </ul>
<b>AS.03:</b> Implement animal welfare and behavioral practices.	<ul style="list-style-type: none"> <li>AS.03.01: Recognize indicators of animal well-being and apply appropriate handling practices.</li> </ul>
<b>AS.04:</b> Demonstrate procedures to maintain animal health.	<ul style="list-style-type: none"> <li>AS.04.01: Identify symptoms of common diseases in cats and understand prevention strategies (e.g., vaccines, parasite control).</li> </ul>
<b>AS.06:</b> Evaluate the impact of animal production practices on the environment and community.	<ul style="list-style-type: none"> <li>AS.06.01: Discuss the ethics of cat ownership, overpopulation, and responsible pet care (including spay/neuter).</li> </ul>

Transfer Goals (Vision of the Graduate)	
List the long-term and/or school-wide independent student behaviors that this unit will address.	
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>	

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ol style="list-style-type: none"> <li>1. Different cat breeds have unique characteristics that affect their care, behavior, and health needs.</li> <li>2. All animals, including cats, require proper nutrition to stay healthy and thrive.</li> <li>3. Basic knowledge of animal care helps promote responsible pet ownership.</li> <li>4. Humans have a responsibility to care for animals in ways that meet their physical and emotional needs.</li> <li>5. Understanding the biology and behavior of animals enhances the human-animal bond and promotes better welfare outcomes. Human choices about animal ownership and reproduction impact both individual animal lives and the broader community.</li> </ol>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<p>Each EQ listed should correspond to at least 1 or more EU above.</p> <p><b>How do you properly care for and manage cats?</b></p> <p><b>In what ways does understanding feline biology and behavior influence how people provide care, training, and enrichment for cats?</b></p> <p><b>How do human decisions about cats affect the health and welfare of cats and the community at large?</b></p>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>1. <u>Define Terminology:</u></p> Cat Fanciers Association Cat Muzzle Cat Bag Feline pinna Cheek muzzle chest forehead rump tail flank shoulder stifle chin hind leg foreleg back elbow Hock Taurine BCS Nutrition Ration	<p>Describe the domestication of cats, and identify the four major cat species that contributed to the modern cat.</p> <p>List the major body types and coat types that cats have along with a breed that fits each type.</p> <p>Identify the major factors that affect the nutritional needs of cats, and list general feeding recommendations.</p> <p>Describe each step of the regular grooming process.</p> <p>Compare and contrast the different types of housing for cats, and provide a situation in which each could be used.</p> <p>Identify negative behaviors commonly seen in cats and explain how to train cats not to do these behaviors.</p> <p>Describe the training methods that cats normally respond to and the common types of activities that cats can be trained to perform.</p> <p>Describe the three major restraints that can be used by cat owners, and explain how to perform each restraint.</p>

Water Carbohydrates Protein Fat Vitamins Minerals Feed Label Title Species Description Guaranteed Analysis Crude Ingredient List Feeding directions	
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### Stage 2/3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Day 1	
Learning Target:	Success Criteria:
1). I will be able to identify different types of restraint devices used on cats. 2). I will be able to identify different breeds of cats. 3). I can define key feline terms, identify external anatomy, demonstrate safe restraint, and explain common uses of cats.	I can name and describe at least three types of feline restraint devices and explain when each is used. I can correctly identify and describe at least five common cat breeds by appearance and characteristics. I can: <ul style="list-style-type: none"> <li>● Define key terms related to feline care and anatomy.</li> <li>● Label major parts of a cat's external anatomy.</li> <li>● Demonstrate at least two safe and effective feline restraint techniques.</li> <li>● Describe at least three common roles or uses of cats in society (e.g., companionship, therapy, pest control).</li> </ul>
Learning Activities	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, I will review Intro to Cat Unit PowerPoint notes while students take notes using the guided notes.	
1). Bellringer: What is the proper term for a male cat called?	
2). <a href="#">Intro to Cat Unit PowerPoint</a>	

While the teacher is presenting the Intro to Cat Unit PowerPoint, students are taking notes using the [guided notes](#).

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

There will be an end of unit assessment - [End of Unit Assessment](#)

## Day 2

### Learning Target:

- 1). I will be able to identify different types of restraint devices used on cats.
- 2). I will be able to identify different breeds of cats.

### Success Criteria:

#### Restraint Devices:

- I can list and describe at least three types of restraint devices used for cats.
- I can explain when and why each type of device is used.
- I can recognize these devices in images or videos and match them to their correct use.

#### Cat Breeds:

- I can correctly identify at least five cat breeds by name and appearance.
- I can describe key physical traits and personality characteristics of each breed.
- I can match images of cats to their correct breed and explain distinguishing features.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, we will go over the feline restraint and handling worksheet directions together. Students will then work independently on the assignment using their Chromebooks.

Following the independent work time, I will introduce the cat breed project, outlining the expectations and reviewing the rubric with the class. Students will have a few minutes to explore the different cat breeds, after which each student will select one breed (no duplicates allowed). I will record their selections next to the corresponding breed on the rubric. For the remainder of the class period, students will work on the Cat Breed Project with the shared Google Slides presentation (each student is to put the information on one slide and it will be shared with them).


1). Bellringer: What is the proper term for a group of cats called?

2). [W Cat Handling and Restraint Worksheet.docx](#)

3). [P Original - Common Cat Breeds .pptx](#) & [W Original - Cat Breed Project Rubric.docx](#)

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

 Q4 - Common Cat Breeds.pptx &  Original - Cat Breed Project Rubric.docx

## Day 3

### Learning Target:

1. I will be able to identify different breeds of cats.
2. I can gather and organize key information about a specific cat breed by taking accurate notes to support my cat breed project.



### Success Criteria:

- I can correctly identify at least five cat breeds by name and appearance.
- I can describe distinguishing physical traits and characteristics for each breed.
- I can match cat breeds to images or descriptions with accuracy.
- I can take clear, organized notes that include key facts such as origin, appearance, temperament, care needs, and interesting facts.
- My notes are written in my own words and are detailed enough to help me complete the project successfully.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, students will open the cat breed student notes while each classmate presents their cat breed to the class.

- 1). Bellringer: What is a group of cats called?
- 2).  Original - Common Cat Breeds Project.pptx
- 3).  Cat Breed Student Notes

## Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

There will be an end of unit assessment - [End of Unit Assessment](#)

## Day 4




### Learning Target:

### Success Criteria:

<ul style="list-style-type: none"> <li>• I can describe the essential nutrients required in a cat's diet (e.g., protein, fats, vitamins, minerals, and taurine).</li> <li>• I can explain the difference between dry, wet, and raw cat food and when each might be appropriate.</li> <li>• I can identify life stage nutritional needs (kitten, adult, senior) for cats.</li> <li>• I can make an informed recommendation for a type of cat food based on a case study (e.g., age, health status, activity level).</li> <li>• I can compare two cat food labels and determine which one is more appropriate for a specific cat's needs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the essential nutrients required in a cat's diet (e.g., protein, fats, vitamins, minerals, and taurine).</li> <li>• I can explain the difference between dry, wet, and raw cat food and when each might be appropriate.</li> <li>• I can identify life stage nutritional needs (kitten, adult, senior) for cats.</li> <li>• I can make an informed recommendation for a type of cat food based on a case study (e.g., age, health status, activity level).</li> <li>• I can compare two cat food labels and determine which one is more appropriate for a specific cat's needs.</li> </ul>
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**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

1. **Bellringer:** What are 3 essential nutrients cats need in their diet?
2.  Cat Nutrition.pptx +  NOTES\_ Cat Nutrition.docx
3.  Cat Feed Lab w/example cat feed bags

**Homework:**  Cat Anxiety Article + [Review Questions](#)

**Performance Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

There will be an end of unit assessment - [End of Unit Assessment](#)

**Day 5**

<b>Learning Target:</b>	<b>Success Criteria:</b>
<p>I can apply what I've learned about cat breeds, behavior, and care to complete a Cat Adoption Project based on a realistic scenario.</p> <p>I can work independently or collaboratively to create a well-organized presentation that meets the project requirements.</p> <p>I can use my class notes and study guide to review key concepts in preparation for the Cat Unit Test.</p>	<p>Cat Adoption Project:</p> <ul style="list-style-type: none"> <li>• I can choose a realistic adoption scenario and select an appropriate cat breed based on the needs of the adopter.</li> <li>• I can describe the chosen cat's breed characteristics, care needs, temperament, and why it is a good match for the scenario.</li> <li>• I can create a presentation that is organized, accurate, and visually clear.</li> <li>• I can collaborate effectively with my partner (if working with one), sharing responsibilities equally.</li> </ul>

- I can attach and submit my completed project by the end of the period or before the next class.

Test Preparation:

- I can use my study guide and class notes to review key topics (e.g., breeds, terminology, anatomy, restraint methods, uses of cats).
- I can answer review questions or quiz myself to check my understanding.
- I can identify any areas where I need more review and seek help or clarification.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, I will introduce a Cat Adoption Project Scenario where students choose a cat scenario and work on it independently or with a partner. After reviewing the assignment, students will work on it for the remainder of the class period that will be due next class. Students are to attach their presentations and if they finish early, work on their Cat Unit Study Guide using their notes from class. The following class period there will be a test on the cat unit.

- 1). Bellringer: What are the 3 ways humans use cats?
- 2). [w Cat Adoption Project Scenarios.docx](#)
- 3). [☰ 2024-2025 Cat Unit Study Guide](#)

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- [w Cat Adoption Project Scenarios.docx](#)

## Day 6

### Learning Target:

- I can define key terminology related to feline care and behavior.
- I can identify and describe major external anatomical features of a cat.  
I can recognize and describe different types of feline restraint methods and when to use them safely.
- I can identify common cat breeds and

### Success Criteria:

- I can correctly define at least 4 key feline-related terms used in class.
- I can correctly label the major external parts of a cat on a diagram.
- I can identify at least three types of feline restraint.
- I can explain how to perform restraint techniques safely and with minimal stress to the cat.

describe their physical and behavioral traits.

- I can explain the various roles and uses of cats in human society (e.g., pets, therapy animals, pest control).

- I can match at least five common cat breeds to their names and descriptions.
- I can describe key physical and behavioral characteristics of each breed.
- I can list at least three roles cats serve in society.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

At the start of class, students will play a review blookey on Cat Breeds to prepare for the Cat Unit quiz as students usually struggle the most with identifying cat breeds. Afterward, I ask students to spread out around the classroom before starting the cat unit quiz. Once students are quiet, I have them go to the class Canvas page and start the cat unit quiz via google forms. Students have the entire class period to work on the quiz.

1. Bellringer: [☰ Cat Breed Review Blookey](#)
2. [Cat Unit Quiz](#)

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Cat Unit Quiz](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

[Cat Unit Folder](#)

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023

## Introduction to Small Animal Science

Unit Overview	
<b>Unit Title:</b>	Guinea Pigs
<b>Teacher:</b>	Rebekah Wallace
<b>Grade Level/Course:</b>	9
<b>Length/Dates:</b>	3 days
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the care, history, and biology of Guinea Pigs focusing on terminology, breeds, nutrition, and housing requirements. The unit is designed to provide an introduction to hands-on, practical learning opportunities while addressing the needs of guinea pigs.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ol style="list-style-type: none"> <li>1. <b>CTE Agriculture &amp; Natural Resources Pathway</b> <ul style="list-style-type: none"> <li>○ ANR C1.0: Understand animal anatomy, physiology, and behavior.</li> <li>○ ANR C2.0: Demonstrate the principles of animal nutrition.</li> </ul> </li> <li>2. <b>Health and Safety</b> <ul style="list-style-type: none"> <li>○ Understand and apply proper handling, care, and biosecurity practices with small mammals.</li> </ul> </li> </ol>

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that...  <div style="text-align: center;"><b>How do you properly care for Guinea Pigs?</b></div>
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**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What are the key terms used to describe guinea pig anatomy, behavior, and care?
2. What are the most common guinea pig breeds?
3. What are the essential components of a guinea pig's diet, and why are they important?
4. How have guinea pigs been used historically in society (pets, meat, fur, research)?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

- Boar
- Sow
- Pup
- Peruvian GP
- Skinny GP
- Abyssinian GP
- American GP
- Teddy GP
- Rex GP
- Sheltie GP
- Texel GP
- American Crested GP
- English Crested GP
- Himalayan GP
- Cuy GP
- Coronet GP

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Identify various guinea pig breeds
- Guinea pig terminology
- Identify uses guinea pigs are used in human society
- Understand the basic care and management of guinea pigs (supplements, toys, food sources, habitat cage size, etc.)
- Identify basic anatomy of guinea pigs
- Know how to safely and properly handle a guinea pig

**Stage 2/3: Instructional Design**

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

**Day 1****Learning Target:**

- I will understand the basic care of guinea pigs
- I will be able to identify different guinea pig breeds

**Success Criteria:**

- I can explain what guinea pigs need for proper housing, diet, and exercise.
- I can name at least 3–5 different guinea pig breeds.

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Guinea Pig Unit:**

- Bellringer: Name 2 breeds of Guinea Pigs
- [Guinea Pig PowerPoint](#)
  - [Guinea Pig Student Notes Wks](#)
- [Guinea Pig Breeds Coloring Worksheet](#)

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

There will be an end of unit assessment

## Day 2

### Learning Target:

- I can demonstrate my knowledge of Guinea Pigs by completing a review
- I can identify different guinea pig breeds
- I can properly handle a guinea pig safely
- I will prepare for an upcoming guinea pig unit quiz

### Success Criteria:

- I can accurately answer review questions about guinea pig care, breeds, terms, and uses
- I can identify at least 3-5 guinea pig breeds from the matching activity.
- I can approach and lift a guinea pig correctly and calmly.
- I can confidently answer questions from the guinea pig study guide

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. [Bellringer: Guinea Pig Review Wks](#)
2. [Guinea Pig Breed Matching Game](#) (cut this out ahead of time) Each group will be given cut outs of different Guinea Pig breeds/names that were discussed in class. When the teacher says "Go!", each group is to match the name of the Guinea Pig breed with the picture. The first group that gets them all correct, wins!
3. [Guinea Pig Handling Unit](#): Review the handling rubric with the class and demonstrate how to properly handle a guinea pig (as well as taking out/putting back guinea pig in habitat). Then, break up the class into four groups. Each group will use their handling rubric while practicing handling a guinea pig.
  - a. [Guinea Pig Handling Rubric Practicum](#)
4. [Guinea Pig Unit Study Guide](#): Hand out the study guide and have students work on it using their notes.

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

There will be an end of unit assessment

## Day 3 - Quiz Day!

### Learning Target:

1. Students can demonstrate their understanding of key concepts from the guinea pig unit - breeds, terms, uses, etc.

### Success Criteria:

- Students will earn at least an 80% or higher on the guinea pig quiz to demonstrate their understanding.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Bellringer: [Guinea Pig Unit Blooket Review](#) (breeds): At the start of class, students will spend the first 10 minutes playing a blooket review game on the Guinea Pig unit.

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

[Guinea Pig Unit Quiz](#) + [Practicum](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

[Guinea Pig Folder](#)

Textbooks:

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023 (green textbook)

## Introduction to Small Animal Science

Unit Overview	
<b>Unit Title:</b>	Rabbits
<b>Teacher:</b>	Rebekah Wallace
<b>Grade Level/Course:</b>	9
<b>Length/Dates:</b>	5 days
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the care of Rabbits, focusing on terminology, breeds and nutrition. The unit is designed to provide an introduction to hands-on, practical learning opportunities.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
<ol style="list-style-type: none"> <li>1. <b>CTE Agriculture &amp; Natural Resources Pathway</b> <ul style="list-style-type: none"> <li>○ ANR C1.0: Understand animal anatomy, physiology, and behavior.</li> <li>○ ANR C2.0: Demonstrate the principles of animal nutrition.</li> <li>○ ANR C5.0: Demonstrate animal health and welfare practices.</li> <li>○ ANR C6.0: Apply scientific and technological principles to the planning and evaluation of animal facilities.</li> </ul> </li> <li>2. <b>Health and Safety</b> <ul style="list-style-type: none"> <li>○ Understand and apply proper handling, care, and biosecurity practices with small mammals.</li> </ul> </li> </ol>	

Transfer Goals (Vision of the Graduate)	
List the long-term and/or school-wide independent student behaviors that this unit will address.	
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>	

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across	Students will understand that...  <b>How do you properly care for rabbits?</b>
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contexts, places, and times?

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What are the key terms used to describe rabbit anatomy, behavior, and care?
2. What are the most common rabbit breeds?
3. What are the essential components of a rabbit's diet, and why are they important?
4. How have rabbits been used historically in society (pets, meat, fur, research)?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Buck  
 Doe  
 Buckling  
 Kindling  
 Doeling  
 Kit  
 Rex rabbit  
 Angora rabbit  
 Flemish Giant rabbit  
 Netherland Dwarf rabbit  
 Polish rabbit  
 Checkered Giant rabbit  
 French Lop rabbit  
 English Spot rabbit  
 Argente rabbit  
 American Fuzzy Lop rabbit  
 Teddy Dwarf rabbit  
 Havana rabbit  
 Dwarf Hotot rabbit  
 Brown Chestnut rabbit  
 English Lop rabbit  
 Tri Colored Dutch rabbit  
 Dwarf Angora rabbit  
 Golden Glavcot rabbit

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Identify various rabbit breeds
- Rabbit terminology
- Identify uses rabbits are used in human society
- Understand the basic care and management of rabbits (supplements, toys, food sources, habitat cage size, etc.)
- Identify basic anatomy of rabbits
- Know how to safely and properly handle a rabbit

**Stage 2/3: Instructional Design**

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

**Day 1**

**Learning Target:**

- I will understand the basic care of rabbits
- I will be able to identify different rabbit breeds

**Success Criteria:**

- I can explain what rabbits need for proper housing, diet, and exercise.

- I can name at least 3–5 different rabbit breeds.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

### Guinea Pig Unit:

1. Bellringer: What breed of rabbit am I?
2. [Rabbit Unit PowerPoint Notes](#): Instructor will review the rabbit PowerPoint while students complete the notes fill-in Wks on the rabbit unit.
  - [Student Notes Wks](#)
3. [Rabbit & Guinea Pig Breed Project](#): Review the rubric and assign students a rabbit/guinea pig breed. Students are to work on this until the end of the class period and turn in their work when finished. Next class, students will present their breed to the class!

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

There will be an end of unit assessment

## Day 2

### Learning Target:

- I can demonstrate my knowledge of rabbits by completing a review
- I will practice my public speaking skills by presenting my rabbit/guinea pig breed project to the class.
- I can properly handle a rabbit safely

### Success Criteria:

- I can accurately answer review questions about rabbit care, breeds, terms, and uses
- I can approach and lift a rabbit correctly and calmly.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Bellringer: [Rabbit Unit Review Wks](#)
2. [Rabbit & Guinea Pig Breed Project presentations](#): Students are to present their project to the class
3. Rabbit Handling: Review the rabbit handling rubric with the class and show how to properly handle a rabbit in the small animal lab. Afterward, students are to practice handling a rabbit.
  - a. [Rabbit Handling Rubric](#)

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

There will be an end of unit assessment

## Day 4

### Learning Target:

### Success Criteria:

<ol style="list-style-type: none"> <li>1. I can demonstrate my knowledge of rabbits by completing a review</li> <li>2. I can identify different rabbit breeds</li> <li>3. I can properly handle a rabbit safely</li> <li>4. I will prepare for an upcoming rabbit unit quiz</li> </ol>	<ul style="list-style-type: none"> <li>● I can accurately answer review questions about rabbit care, breeds, terms, and uses</li> <li>● I can identify at least 3-5 rabbit breeds from the matching activity.</li> <li>● I can approach and lift a rabbit correctly and calmly.</li> <li>● I can confidently answer questions from the rabbit study guide</li> </ul>
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**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Bellringer: What breed of rabbit am I?
2. [Rabbit Breed Matching Activity](#): (cut this out ahead of time). Each group will be given cut outs of different rabbit breeds/names that were discussed in class. When the teacher says "Go!", each group is to match the name of the rabbit breeds with the picture. The first group that gets them all correct, wins!
3. [Rabbit Unit Study Guide](#): Hand out study guide to students and give time for them to work on it. They should only use materials given in class.
  - a. [Teacher Key](#)
4. Rabbit handling practice: During the last 20 minutes of class, students are to practice handling rabbits in the small animal lab for the upcoming practicum.

**Performance Assessment**

List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

There will be an end of unit assessment

**Day 5 - Quiz day!**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● Students can demonstrate their understanding of key concepts from the rabbit unit - breeds, terms, uses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will earn at least an 80% or higher on the rabbit quiz to demonstrate their understanding.</li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. [Bellringer: Rabbit Breed ID Review](#)

**Performance Assessment**

List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

1. Rabbit Unit Quiz

- a. [Google Forms Quiz](#)
- b. [Rabbit Handling Practicum](#)

## Resources

Any materials and resources related to Stage 3 learning activities.

### [Rabbit Unit Folder](#)

Textbooks:

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023 (green textbook)

Unit Overview	
Unit Title:	Introduction to Reptiles
Teacher:	Mrs. Wallace
Grade Level/Course:	Freshmen (9th grade)
Length/Dates:	1 week
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the fascinating world of reptiles within the Animal Science Pathway of the AFNR standards. Students will explore the key characteristics that define reptiles, learn about common species kept in captivity, and investigate proper husbandry practices including enclosure setup, feeding, and temperature regulation. Emphasis is placed on responsible pet ownership, and the unique needs of these animals compared to mammals.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<b>AS.01:</b> Understand animal anatomy and physiology (focus: cold-blooded systems, skin, respiration).
<b>AS.02:</b> Demonstrate knowledge of animal nutrition (herbivorous, carnivorous, and omnivorous reptile diets).
<b>AS.03:</b> Apply principles of animal behavior and welfare (handling techniques, stress signs).
<b>AS.04:</b> Maintain proper animal health (preventing metabolic bone disease, respiratory issues, etc.).

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<p><b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable</p>	<ol style="list-style-type: none"> <li>1. Reptiles have specialized physiological and environmental needs that differ significantly from mammals.</li> <li>2. Responsible reptile care requires knowledge of temperature, humidity, lighting, diet, and handling.</li> </ol>
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across contexts, places, and times?	3. Ethical considerations are important in the ownership and trade of exotic animals, including reptiles.
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	How do you care for and manage reptiles?
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
MBD Carnivore Herbivor Omnivore Calcium Deficiency UVB Lighting Vivarium Shedding Humidity	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Compare and contrast the major characteristics of reptiles.</li> <li>● Identify nutritional requirements of reptiles.</li> <li>● List the major varieties of reptiles used as pets.</li> <li>● Discuss the habitat, housing, and equipment needs for reptiles.</li> <li>● Explain health maintenance in reptiles including the prevention and control of diseases and parasites.</li> <li>● Describe common methods and techniques of handling reptiles.</li> </ul>

**Stage 2/3: Instructional Design**

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

**Day 1**

<p><b>Learning Target:</b></p> <ol style="list-style-type: none"> <li>1. I will understand the basic care of reptiles</li> <li>2. I will know what MBD stands for, how to prevent it and why calcium is important for reptiles</li> </ol>	<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. I can describe the key components of reptile care, including temperature, humidity, and diet.</li> <li>2. I can define MBD (Metabolic Bone Disease) and recognize its symptoms.</li> </ol>
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**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. **Daily Bellringer:** What are 2 things reptiles need in order to be healthy?
2. Reptile Care Basics PowerPoint: Review Powerpoint with students while they take notes
  - a. [Reptile Care Basics](#)
3. Reptile Zoo Videos Wks: Students complete a worksheet answering questions about two videos discussing reptiles
  - a. [Reptile Zoo Video Q's Wks](#)

Homework:

1. [Metabolic Bone Disease Article](#) + [Q's Wks](#)
  - a. [Teacher Key](#)

**Performance Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

There will be an end of unit assessment

- [End of Unit Quiz](#)

**Day 2-3**

<p><b>Learning Target:</b></p>	<p><b>Success Criteria:</b></p>
<ol style="list-style-type: none"> <li>1. I will be able to identify different reptile species that we have at SHS Ag Ed program</li> <li>2. I will know what diet different reptiles need</li> </ol>	<ol style="list-style-type: none"> <li>1. I can correctly name each reptile species in the SHS Ag Ed program.</li> <li>2. I can describe key physical features that help identify each species.</li> </ol>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Daily Bellringer: What does MBD stand for?
2. Reptiles Nutrition & Handling PowerPoint: As the instructor reviews the Powerpoint, students will complete the student notes wks.
  - a. [Reptile Nutrition & Handling PowerPoint](#)
  - b. [Student Notes Wks](#)

3. Reptile Handling Practicum: In the reptile lab, students will learn how to physically handle each reptile species and practice.
  - a. [Reptile Handling Rubric](#)

**Homework:**

1. [Bearded Dragon Article](#) + [Q's Wks](#)
  - a. [Teacher KEY](#)

**Performance Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

There will be an end of unit assessment

- [End of Unit Quiz](#)

**Day 4**

**Learning Target:**

1. I will know how to properly handle and care for different reptile species

**Success Criteria:**

1. I can describe the correct way to approach, pick up, and hold common reptile species safely.
2. I can identify signs of stress or discomfort in reptiles and explain how to respond appropriately.

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Daily Bellringer: What reptile species am I?
2. Reptile Handling Research Wks: Students will research various reptile species online using reputable sources on how to properly care and handle reptiles.
  - a. [Reptile Handling Research Wks](#)
3. Reptile Handling Practicum: Students will be given time (using the rubric) to practice handling the reptiles in our reptile lab for an upcoming assessment.
  - a. [Reptile Handling Rubric](#)

**Performance Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

There will be an end of unit assessment

- [End of Unit Quiz](#)

**Day 5**

**Learning Target:**

1. I will prepare for the upcoming reptile unit quiz

**Success Criteria:**

1. I can accurately explain key concepts from the reptile unit (e.g., ID, handling, diet, needs).
2. I have practiced sample questions or reviewed notes to check my understanding.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Bellringer: What reptile species am I?
2. [Reptile Quiz Study Guide](#): Students are to complete the study guide using their notes, homework and worksheets used in class.
3. [Reptile Handling Practicum Rubric](#): During the last 20 mins of class, students are to go to the reptile lab to practice handling the reptiles with a partner using the practicum rubric.

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

There will be an end of unit assessment

- [End of Unit Quiz](#)
- [Reptile Practicum](#)

## Day 6

### Learning Target:

1. I will demonstrate what I have learned from the reptile unit by completing an end of unit quiz and handling practicum

### Success Criteria:

1. Students will receive at least an 80% or higher on their reptile unit quiz/handling practicum

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

1. Bellringer: [Reptile Unit Quiz Review Slides](#)

### Performance Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

End of Unit Quiz:

- [End of Unit Quiz](#)
- [Reptile Handling Practicum](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

#### [Reptile Unit Folder](#)

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)



# SHS- Agricultural Science Department

Course: Freshmen Small Animal

Grade: 9

Credits: 1.0

Length: Quarter (meets every other day)



# Unit 1- Dogs

The Canine Unit explores the care, management, and understanding of dogs, focusing on the connection between breed, genetics, history, and behavior. Students will investigate how these factors influence a dog's energy level, training needs, and suitability for different roles in society. Emphasis will be placed on responsible ownership, including selecting the right dog for a household and providing proper nutrition.

Students will also learn about canine communication through body language, behavior, and vocalizations to better understand and interact with dogs. The unit highlights the importance of canine terminology, the AKC breed group classifications, and ethical considerations surrounding breeding. Hands-on learning will include evaluating dog feed bags and restraint techniques.

Skills Learned:

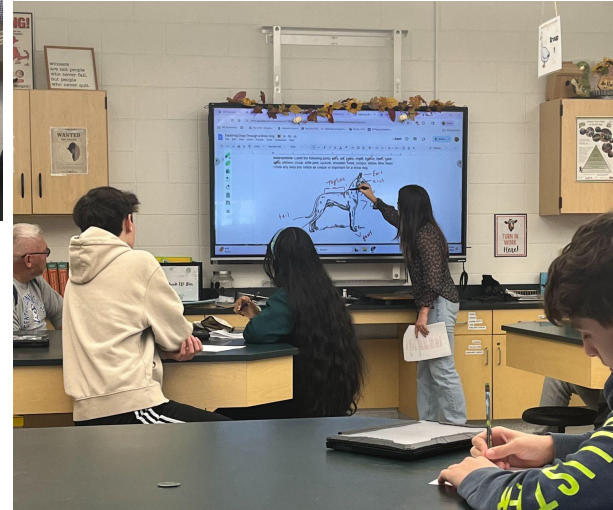
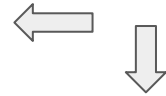
- **Recognize the factors that impact canine nutrition**
- **Analyze canine behavior and body language to improve human–dog communication.**
- **Evaluate considerations for responsible dog ownership, including breed selection and ethical decision-making.**
- **Identify canine breeds and the group they belong to based on what they were bred for.**

# Unit 1 Activities

## Observing Canine Behavior ft. Ellie



## External Anatomy



# Unit 2- Cats

The Cat Unit focuses on the history, care, and management of domestic cats, with an emphasis on understanding how breed characteristics, biology, and behavior shape their needs. Students will explore the domestication of cats, the unique body and coat types across breeds, and the factors that influence lifespan, health, and well-being. The unit highlights the importance of proper nutrition and responsible pet ownership.

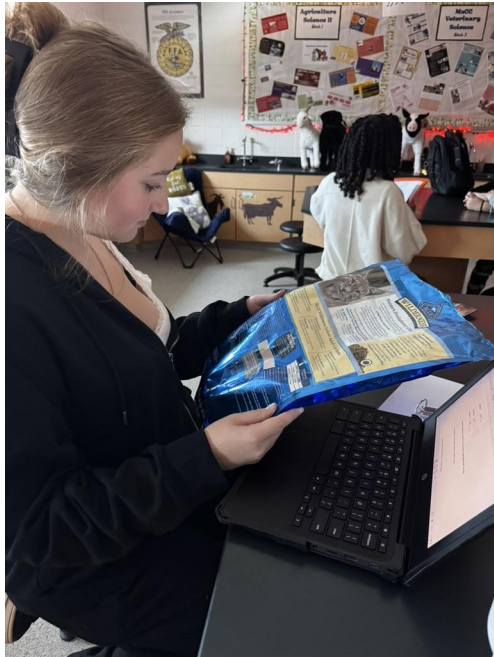
Students will also analyze behavioral challenges, and practice safe restraint techniques. Ethical considerations surrounding breeding, responsible ownership will be discussed, helping students connect feline care to broader community and welfare issues.

Skills Learned:

- **Explain the domestication of cats and identify the species that contributed to the modern cat.**
- **Classify cat breeds.**
- **Recognize nutritional requirements and feeding guidelines for cats.**
- **Identify common feline behaviors, including problem behaviors, and explain how to manage them appropriately.**
- **Identify cat restraints and how to safety/properly apply them to cats.**

# Unit 2 Activities

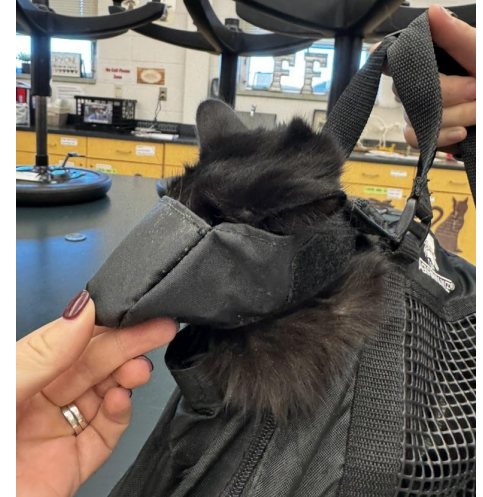
## Feed Label Lab



## Handling & Restraint



Cat Bag



Cat Muzzle

# Unit 3- Guinea Pigs

The Guinea Pig unit introduces students to the care, management, and ethical responsibilities of small animal husbandry. Through the study of guinea pigs, students will explore the history of domestication, breed classification, and understand their nutritional and health needs.

Skills Learned:

- **Explain the domestication and historical uses of guinea pigs.**
- **Understand the nutritional needs that guinea pigs need.**
- **How to properly and safety handle guinea pigs.**
- **Identify guinea pig breeds.**

# Unit 3 Activities - Guinea Pig Restraint/Handling



# Unit 4- Rabbits

The Rabbit Unit introduces students to the care, management, and ethical responsibilities of small animal husbandry. Through the study of rabbits, students will explore the history of domestication, breed classification, and understand their nutritional, health, and behavioral needs.

Skills Learned:

- **Explain the domestication and historical uses of rabbits.**
- **Understand nutritional needs and housing requirements for rabbits.**
- **Create an educational one-pager to inform the public about a specific rabbit breed.**
- **Identify rabbit breeds**
- **How to properly and safely handle rabbits**

# Unit 4 Activities - Rabbit Restraint/Handling



# Unit 5 - Reptiles

The Reptile Unit introduces students to the unique biology, care, and management of reptiles, emphasizing how their needs differ significantly from those of mammals. Students will explore reptile physiology, nutrition, housing requirements, and health maintenance while developing the skills necessary to provide responsible care. The unit also highlights ethical considerations in exotic animal ownership, trade, and conservation, encouraging students to think critically about human responsibility in reptile welfare.

Hands-on learning will include identifying reptile species commonly kept as pets, designing appropriate habitats with proper heating, humidity, and lighting, and practicing safe handling techniques.

Skills Learned:

- **Compare and contrast the major characteristics of reptiles.**
- **Identify the nutritional needs of reptiles and recognize diet variations across species.**
- **List the major reptile species commonly kept as pets.**
- **Explain habitat, housing, and equipment needs for reptile care.**
- **Describe common diseases and parasites of reptiles, including prevention and control strategies.**
- **Demonstrate safe handling methods and techniques for reptiles.**

# Unit 5 Activities - Reptile Handling





# Creating Google Slides

**Grade Level:** 6th Grade

**Unit Duration:** 5 School Days

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## Stage 1: Desired Results

### Understanding Goals

- Students will understand how to create effective presentations using Google Slides that communicate a message clearly.
- Students will learn the importance of consistent formatting, effective visual elements, and limiting text.
- Students will recognize how speaker notes can support oral delivery and audience engagement.

### Essential Questions

- What are the key components of an effective presentation?
- How can visual elements enhance the communication of ideas?
- In what ways can speaker notes support a presentation?

### Standards Addressed

- **ISTE Standard 1:** Empowered Learner
  - **ISTE Standard 3:** Knowledge Constructor
  - **ISTE Standard 5:** Computational Thinker
  - **ISTE Standard 6:** Creative Communicator
  - **ISTE Standard 9:** Global Collaborator
- 

## Stage 2 – Assessment Evidence

## Performance Tasks

- **Assessment:** Present Google Slides to the class and receive peer feedback.

## Other Evidence

- Peer feedback on student presentations.
- Student self-reflection on presentation skills after delivery.

## Stage 3: Learning Plan

### [Day 1: Introduction to Google Slides](#)

#### Learning Target

- I can navigate Google Slides and create a new presentation.

#### Activities

- Teacher-led walkthrough of Google Slides features.
- Students create a new slideshow and add a title slide with title, subtitle, and name.

**Assessment:** Create a title slide with title, subtitle, and name.

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### [Day 2: Designing Slides with Consistent Formatting](#)

#### Learning Target

- I can apply consistent formatting and choose appropriate themes.

#### Activities

- Demonstration of themes and layouts.
- Students apply a theme and design at least three slides consistently.

**Assessment:** Apply a theme and format at least three slides consistently.

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## Day 3: Effective Use of Images and Limited Text

### Learning Target

- I can effectively use images and limit text in my slides.

### Activities

- Teacher models adding and adjusting images.
- Students update their slides with visuals and minimal text.
- Peer check for effective design.

**Assessment:** Slides with images and minimal, effective text.

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## Day 4: Adding Speaker Notes and Finalizing Presentations

### Learning Target

- I can add speaker notes and finalize my presentation for delivery.

### Activities

- Review of the role of speaker notes.
- Students add notes to at least two slides.
- Revision checklist for clarity and design consistency.

**Assessment:** Slides with added speaker notes and revisions completed.

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## Day 5: Presentation Day

### Learning Target

- I can present my Google Slides to an audience, engaging them effectively.

### Activities

- Students deliver their Google Slides presentations to the class.
- Peers provide feedback using a structured feedback form.

**Assessment:** Final presentation and peer evaluation.

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## Early Finisher Suggestions

1. **Peer Review Session:** Organize a peer review session where students provide constructive feedback on each other's presentations.
2. **Digital Portfolio Creation:** Students compile their presentations into a digital portfolio that showcases their learning journey throughout the unit.

## Standards Addressed:

- ISTE Standard 1: Empowered Learner
- ISTE Standard 3: Knowledge Constructor
- ISTE Standard 5: Computational Thinker
- ISTE Standard 6: Creative Communicator
- ISTE Standard 9: Global Collaborator

## Teacher Resources

- [Grade 6 - Google Slides - Tip Sheet for Effective Presentation Layout and Design](#)
- [Grade 6 - Google Slides - Self-Evaluation for Student Presentations](#)
- [Grade 6 - Google Slides - Presentation Assessment Rubric](#)

Possible topics for students who are struggling with ideas:

- AI in Education
- Evolution of Technology
- Technology's impact on adolescent development
- The Internet and cybersecurity

# Introduction to Canva for Business Communications

**Grade Level:** 6th Grade

**Unit Duration:** 5 School Days

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## Stage 1: Desired Results

### Understanding Goals

- Students will understand the importance of effective graphic design in business communications.
- Students will learn how to use Canva to create professional-looking designs.
- Students will recognize how visual communication enhances the clarity and impact of ideas.

### Essential Questions

- Why is visual communication important in business?
- What elements contribute to effective graphic design?
- How can technology enhance our ability to communicate ideas visually?

### Standards Addressed

- ISTE Standard 1: Empowered Learner
  - ISTE Standard 4: Innovative Designer
  - ISTE Standard 5: Computational Thinker
  - ISTE Standard 6: Creative Communicator
  - ISTE Standard 9: Global Collaborator
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# Stage 2: Assessment Evidence

## Performance Tasks

- Presentation of designs (logo, poster, infographic) and reflective writing on learning experience.

## Other Evidence

- Participation in class discussions and peer feedback.
  - Completion of all design projects in Canva.
- 

# Stage 3: Learning Plan

## [Day 1: Introduction to Canva and Basic Features](#)

### Learning Target

- I can explore Canva's interface and identify its basic features.

### Activities

- Discuss the role of graphic design in business communication.
- Hands-on exploration of Canva's interface.

**Assessment:** Exploration checklist.

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## [Day 2: Exploration of Canva Tools](#)

### Learning Target

- I can use Canva's tools to create and enhance my designs.

### Activities

- Guided tutorial on text formatting, image editing, shapes, and icons.
- Hands-on practice creating a sample design.
- Pair-share of tool tips and strategies.

**Assessment:** Canva tools exploration activity.

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## Day 3: Creating a Business Logo

### Learning Target

- I can design a logo for a fictional business using Canva.

### Activities

- Discuss effective logo design elements.
- Brainstorm fictional businesses and sketch logo ideas.
- Create final logo in Canva.

**Assessment:** Submission of business logo and reflection on design process.

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## Day 4: Creating an Infographic

### Learning Target

- I can design an infographic to summarize key information about a business.

### Activities

- Discuss characteristics of effective infographics.
- Plan infographic layout and gather data.
- Create infographic in Canva.

**Assessment:** Submission of infographic and written summary.

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## Day 5: Presentation and Reflection

### Learning Target

- I can present my designs and reflect on my learning.

### Activities

- Present logos, posters, and infographics.
- Engage in class discussion and feedback session.
- Write reflection on design process and learning experience.

**Assessment:** Presentation of designs and reflective writing.

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## Culminating Activities Suggestions

1. **Design Showcase:** Host an exhibition where students display their logos, posters, and infographics, inviting other classes to view their work.
2. **Business Fair:** Students set up booths to present their fictional businesses, using their designs as promotional materials.
3. **Digital Portfolio:** Create a digital portfolio including all designs completed in Canva, along with reflective pieces on each project.

## Standards Addressed:

- ISTE Standard 1: Empowered Learner
- ISTE Standard 4: Innovative Designer
- ISTE Standard 5: Computational Thinker
- ISTE Standard 6: Creative Communicator
- ISTE Standard 9: Global Collaborator

## Teacher Resources

[Grade 6 - Canva - Exploration Worksheet and Answer Key](#)

[Grade 6 - Canva - Tip Sheet for Students Struggling with Design Elements](#)

[Grade 6 - Canva - Self-Evaluation Checklist for Canva Design Unit](#)

[Grade 6 - Canva - Infographic Design Resources](#)

[Grade 6 - Canva - Infographic Common Mistakes](#)

[Grade 6 - Canva - Infographic Rubric](#)

[Grade 6 - Canva - Rubric for Evaluating Final Design Project](#)

[Grade 6 - Canva - Self-Evaluation Checklist for Canva Design Unit](#)

# Introduction to Google Sheets

**Grade Level:** 6th Grade

**Unit Duration:** 5 School Days

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## Stage 1: Desired Results

### Understanding Goals

- Students will understand how spreadsheets can be used to organize, analyze, and present data effectively.
- Students will recognize the importance of vocabulary, formatting, and functions in creating professional and useful spreadsheets.
- Students will develop confidence in using Google Sheets as a tool for learning, collaboration, and real-world problem-solving.

### Essential Questions

- What are the key components of a spreadsheet?
- How can spreadsheets help in organizing and analyzing data?
- Why is formatting important in presenting data?
- How do basic functions enhance the functionality of a spreadsheet?

### Standards Addressed

- **ISTE Standard 3:** Knowledge Constructor
  - **ISTE Standard 4:** Innovative Designer
  - **ISTE Standard 5:** Empowered Learner
  - **ISTE Standard 6:** Creative Communicator
  - **ISTE Standard 7:** Global Collaborator
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## Stage 2: Assessment Evidence

### Performance Tasks:

- Submission of the final spreadsheet showing differences calculated and formatted.

## Other Evidence:

- Participation in discussions and peer review activities.
  - Presentation of findings from the spreadsheet analysis.
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## Stage 3: Learning Plan

### [Day 1: Introduction to Spreadsheet Vocabulary](#)

#### Learning Targets:

- Students will understand key spreadsheet vocabulary and concepts.

#### Activities:

- Introduce vocabulary terms: spreadsheet, cell, row, column, formula, function, etc.
- Interactive discussion using a visual presentation of a sample spreadsheet.
- Vocabulary matching game in pairs.

**Assessment:** Students will complete a vocabulary quiz at the end of the lesson.

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### [Day 2: Creating a Simple Spreadsheet](#)

#### Learning Targets:

- Students will create a simple spreadsheet using Google Sheets.

#### Activities:

- Guided tutorial on how to create a new spreadsheet.
- Students will input data into a sample spreadsheet (e.g., class scores).
- Demonstrate how to adjust rows and columns.

#### **Assessment:**

Submission of a simple spreadsheet that includes at least 5 data entries.

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## [Day 3: Effective Formatting](#)

Learning Targets:

- Students will learn how to adjust rows and columns effectively.

Activities:

- Demonstration on resizing rows and columns.
- Hands-on activity where students will format their spreadsheets (coloring, resizing, etc.).
- Peer review of each other's formatted spreadsheets.

**Assessment:**

Students will submit their formatted spreadsheet for review.

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## [Day 4: Basic Functions](#)

Learning Targets:

- Students will learn how to use basic functions in Google Sheets (Sum, Count, Difference).

Activities:

- Direct instruction on how to use the SUM and COUNT functions.
- Hands-on exercises where students apply these functions to their spreadsheets (calculating total scores and counting entries).
- Group discussion about the importance of these functions in data analysis.

**Assessment:**

Completion of a worksheet that requires using SUM and COUNT functions in their spreadsheets.

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## [Day 5: Basic Functions \(cont\)](#)

Learning Targets:

- Students will learn how to use basic functions in Google Sheets (Sum, Count, Difference).
- Students will learn to apply auto formatting features (currency, date, etc.) in their spreadsheets.

## Activities:

- Review of the concepts of subtraction in spreadsheets.
- Guided practice to use the formula to find the difference between two sets of data (e.g., scores before and after a test).
- Introduction to auto formatting options (currency, date, etc.) and wizard formatting.
- Students will format their spreadsheets using these features.
- Students will present their findings to the class.

## Assessment:

Students will submit their final spreadsheet showing the differences calculated along with applied formatting.

† Day 4 & 5 Basic Functions

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## Culminating Activities Suggestions

1. **Data Analysis Project:** Students analyze real-life data (e.g., weather, sports scores) using Google Sheets and present their findings.
2. **Spreadsheet Creation Contest:** Students create a creative and functional spreadsheet based on a given theme (e.g., budgeting, event planning).
3. **Peer Teaching Session:** Students prepare a short lesson on one function they learned and teach it to a peer.

## Teacher Resources:

☰ Grade 6 - Google Sheets - Vocabulary Quiz: Spreadsheet Terms (Two versions)

☰ Grade 6 - Google Sheets - Common Mistakes Students Make with Spreadsheet Conc...

† Grade 6 Simple Spreadsheet Day 2 and Day 3 (teacher example)

☰ Grade 6 - Google Sheets - Spreadsheet Creation Rubric (Days 2, 3, 4, 5)

☰ Grade 6 - Google Sheets - Self-Evaluation for Final Spreadsheet Project

# 6th Grade Digital Literacy

**Grade Level:** 6th Grade

**Duration:** 5 School Days

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## Stage 1: Desired Results

### Understanding Goals

- Students will understand digital literacy and its importance for navigating the digital world.
- Students will learn to research effectively using reliable sources.
- Students will recognize how visual communication enhances the presentation of information.

### Essential Questions

- What is digital literacy, and why is it important?
- How can we effectively research a topic?
- In what ways can visual representation aid in understanding and communicating information?

### Standards Addressed

- **ISTE Standard 1:** Empowered Learner
  - **ISTE Standard 3:** Knowledge Constructor
  - **ISTE Standard 4:** Innovative Designer
  - **ISTE Standard 5:** Computational Thinker
  - **ISTE Standard 6:** Creative Communicator
- 

## Stage 2: Assessment Evidence

### Performance Tasks

- **Research Summary:** Completion of a Google Doc summarizing research findings.
- **Canva Poster:** Submission of both a draft and final poster visually representing research.

### Other Evidence

- Class participation in discussions.
  - Engagement during peer review sessions.
- 

## Stage 3: Learning Plan

### [Day 1: Introduction to Digital Literacy](#)

#### Learning Target

- I can define digital literacy and explain its importance in daily life.

#### Activities

- Class discussion and video introduction.
- Brainstorming session on the role of digital literacy.

**Assessment:** Digital literacy worksheet.

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### [Day 2: Researching Digital Literacy Topics](#)

#### Learning Target

- I can research and summarize a digital literacy topic using Google Keep and Google Docs.

#### Activities

- Introduction to Google Keep for note-taking.
- Students select a topic (e.g., online safety).
- Research and take notes in Google Keep; draft summary in Google Docs.

**Assessment:** Submission of Google Keep notes (3 points minimum) and Google Doc summary.

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## Day 3 & 4: Creating a Poster in Canva

### Learning Targets

- I can begin designing a digital poster that communicates my research effectively.
- I can finalize my Canva poster and use visuals to support my message.

### Activities

- Introduction to Canva and templates.
- Begin poster design focusing on layout and visuals.
- Continue poster design, adding text and images.
- Engage in peer review for feedback.

**Assessment:** Canva poster.

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## Day 5: Preparation for Display

### Learning Target

- I can revise my poster based on peer feedback and prepare it for display.

### Activities

- Peer review session with feedback forms.
- Revise posters for clarity and effectiveness.
- Plan display or class exhibition.


**Assessment:** Submission of adjusted posters and peer review form.


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## Culminating Activities Suggestions

1. **Digital Literacy Fair:** Present projects to the school community.
2. **Create a Digital Literacy Guide:** Compile findings into a guide for future students.
3. **Reflection Journal:** Reflect on learning about digital literacy and its applications.

## Teacher Resources

 [Grade 6 - Digital Literacy - Vocabulary Terms](#)

 [Grade 6 - Digital Literacy - Research Evaluation](#)

 [Grade 6 - Digital Literacy - Digital Literacy Poster Rubric](#)

Grade 6 - Digital Literacy - Poster Presentation Rubric

# Scratch Coding

**Grade Level:** 6th Grade

**Unit Duration:** 10 School Days

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## Stage 1: Desired Results

### Understanding Goals

- Students will understand how to use Scratch to create animations, interactive stories, and music projects.
- Students will learn how coding can be used to express creativity, communicate ideas, and solve problems.
- Students will recognize the value of collaboration, reflection, and feedback in coding projects.

### Essential Questions

- How can coding be used to create animations and interactive projects?
- In what ways can coding communicate ideas and express creativity?
- How does collaboration and reflection help improve coding skills?

### Standards Addressed

- **ISTE Standard 1:** Empowered Learner
  - **ISTE Standard 4:** Innovative Designer
  - **ISTE Standard 5:** Engage in professional growth and leadership
  - **ISTE Standard 6:** Creative Communicator
  - **ISTE Standard 7:** Global Collaborator
-

# Stage 2: Assessment Evidence

## Performance Tasks

- Reflection & Showcase – Students select and showcase their favorite project; complete reflective journal entry on challenges, skills learned, and future applications.

## Other Evidence

- Participation in class discussions and brainstorming sessions
  - Peer feedback during project sharing and review.
  - Engagement in reflective journaling.
- 

# Stage 3: Learning Plan

## [Day 1-2: Scratch Animated Scene](#)

### Learning Target

- I can create an animated scene using Scratch that includes multiple characters and backgrounds.

### Activities

- Teacher-led demo of Scratch basics.
- Students create animated scenes with at least 2 characters and 3 backgrounds.

**Assessment:** Presentation of animated scene with explanation of choices.

---

## [Day 3-4: Scratch Animate Your Name](#)

### Learning Target

- I can animate my name in Scratch using effects and colors to represent my personality.

### Activities

- Guided tutorial on text sprites and effects.

- Students animate their names with creative effects.

**Assessment:** Submission of project and reflection on how animation represents personality.

---

## [Day 5-6: Scratch Imagine a World](#)

### Learning Target

- I can design an interactive world in Scratch that tells a creative story.

### Activities

- Planning and sketching an imagined world.
- Students build interactive projects with characters, environments, and user interaction.

**Assessment:** Peer sharing of interactive worlds; focus on my creativity and interactivity.

---

## [Day 7-8: Scratch Make Music](#)

### Learning Target

- I can compose a short piece of music using Scratch's sound features and integrate it into an interactive or animated project.

### Activities

- Teacher models using sound blocks.
- Students compose music and integrate it into a Scratch project.

**Assessment:** Student performance of project and explanation of creative process.

---

## [Day 9-10: Project Reflection and Showcase](#)

### Learning Target

I can reflect on my coding projects and showcase my favorite creation.

### Activities

- Showcase event where students present their best project.

- Reflective journal entry on learning, favorite project, and future applications.

**Assessment:** Reflective journal entry and project showcase.

---

## Culminating Activities Suggestions

1. **Collaboration Project:** Work in pairs to combine two projects into a single interactive experience.
2. **Peer Review:** Conduct a peer review session where students provide feedback on each other's projects.

Scratch Lessons 1-4 Complete on 10/2025 by Jenn Carey

[Lesson 1: Creating an Animated Scene in Scratch](#)

[Lesson 2: Animate my Name in Scratch](#)

[Lesson 3: Imagine My Name in Scratch](#)

[Lesson 4: Make Music In Scratch](#)

# Unit: Google Docs Mastery

**Grade Level:** 7th Grade

**Unit Duration:** 5 School Days

---

## Stage 1: Desired Results

### Understanding Goals

- Students will understand how to apply advanced formatting and organizational features in Google Docs.
- Students will learn how to enhance documents through images, tables of contents, and collaborative tools.
- Students will recognize how to create professional, formal documents and present them effectively.

### Essential Questions

- How can formatting and design choices improve the clarity of a document?
- In what ways can Google Docs' collaborative features improve the writing and editing process?
- Why is it important to apply professionalism and structure when creating formal documents?

### Standards Addressed

- **ISTE Standard 5:** Computational Thinker
- **ISTE Standard 6:** Creative Communicator
- **ISTE Standard 7:** Global Collaborator

**Common Core State Standards (CCSS) for Writing and Technology**

**21st Century Skills Framework**

---

## Stage 2: Assessment Evidence

## Performance Tasks

- A formal document (report/proposal) that integrates all formatting and collaborative features learned, along with a self-reflection.
- Presentation of the final document to the class and submit a reflection on the learning process.

## Other Evidence

- Participation in peer review and collaboration activities.
  - Engagement in class discussions and reflections.
- 

## Stage 3: Learning Plan

### [Day 1: Advanced Formatting Techniques](#)

#### Learning Target

- I can apply advanced formatting techniques such as headers, footers, and page numbers.

#### Activities

- Teacher demo and guided practice on advanced formatting.

**Assessment:** Completed document with required formatting elements.

---

### [Day 2: Inserting Images and Creating a Table of Contents](#)

#### Learning Target

- I can insert images and create a table of contents using formatted headings.

#### Activities

- Students enhance their documents with images and TOCs.

**Assessment:** Submission of document with at least one image and a functional table of contents.

---

## Day 3: Collaborative Features and Sharing Documents

### Learning Target

- I can collaborate in Google Docs by sharing, commenting, and reviewing version history.

### Activities

- Students share documents with partners and provide comments for peer review.

**Assessment:** Evidence of peer feedback through comments.

---

## Day 4: Creating Formal Documents

### Learning Target

- I can create a professional formal document that integrates formatting, images, TOCs, and collaboration skills.

### Activities

- Drafting and finalizing a report or proposal using Google Docs.

**Assessment:** Submission of formal document with self-reflection.

---

## Day 5: Final Project Presentation and Reflection

### Learning Target

- I can present my final document and reflect on my learning process.

### Activities

- Student presentations; class discussion on learning outcomes.

**Assessment:** Presentation of final project and submission of reflective writing.

---

## **Culminating Activities Suggestions**

1. **Create a Class Newsletter:** Students will collaborate to create a monthly newsletter using Google Docs, incorporating all formatting skills learned.
2. **Digital Portfolio Project:** Students will create a personal digital portfolio showcasing their best work from the unit and other subjects.

3. **Peer Review Session:** Students will pair up to review each other's documents and provide feedback, fostering collaboration and critical thinking.

# Google Sheets Mastery

**Grade Level:** 7th Grade

**Unit Duration:** 5 School Days

---

## Stage 1: Desired Results

### Understanding Goals

- Students will understand how to use Google Sheets for formatting, chart creation, data organization, and analysis.
- Students will learn how to reference data across multiple tabs to improve efficiency and accuracy.
- Students will recognize the importance of clear data communication and collaboration when working with spreadsheets.

### Essential Questions

- How can formatting make data more readable and professional?
- When should different types of charts be used to represent data?
- How does referencing data across multiple tabs improve organization?
- Why is it important to collaborate and communicate effectively with data?

### Standards Addressed

- ISTE Standard 1: Empowered Learner
  - ISTE Standard 2: Digital Citizen
  - ISTE Standard 3: Knowledge Constructor
  - ISTE Standard 5: Computational Thinker
  - ISTE Standard 6: Creative Communicator
-

## Stage 2: Assessment Evidence

### Performance Tasks

- Group mini-report applying formatting, charts, and references.
- Group project presentation and individual written reflection.

### Other Evidence

- Class participation in discussions and group collaboration.
  - Peer feedback during presentations.
- 

## Stage 3: Learning Plan

### [Day 1: Introduction to Google Sheets Formatting](#)

#### Learning Target

- I can format cells in Google Sheets using fonts, colors, and shading.

#### Activities

- Review spreadsheet basics (rows, columns).
- Teacher demo of formatting options.
- Students practice by formatting a provided template.

**Assessment:** Submission of formatted template.

---

### [Day 2: Creating and Formatting Charts](#)

#### Learning Target

- I can create and format charts to represent data clearly.

#### Activities:

- Review chart types.
- Guided practice creating charts from data sets.  
📄 **Day 1 and Day 2 Google Sheets Grade 7**
- Students create their own chart and present to peers.

**Assessment:** Chart creation and class presentation.

---

## [Day 3: Referencing Other Tabs in Google Sheets](#)

### **Learning Target**

- I can reference cells across multiple tabs in a Google Sheet.

### **Activities:**

- Teacher demo on creating and linking tabs.
- Students practice by building multiple tabs and referencing data.

**Assessment:** Completion of worksheet referencing data across tabs.

---

## [Day 4: Combining Skills - Formatting, Charts, and References](#)

### Learning Target

- I can integrate formatting, chart creation, and referencing into a comprehensive project.

### Activities

- Group mini-report instructions.
- Students collaborate to format data, create charts, and reference between tabs.
- Work time to complete projects.

**Assessment:** Group mini-report assessed for formatting, chart use, and accuracy of references.

---

## [Day 5: Presentation and Reflection](#)

### Learning Target

- I can present my group project and reflect on what I learned in this unit.

### Activities

- Group project presentations with peer feedback.
- Individual reflection writing on learning outcomes.

**Assessment:** Presentation rubric (clarity, engagement, technical accuracy) and reflective journal.

---

## Culminating Activities Suggestions

1. **Data Analysis Project:** Students analyze real-world data sets (e.g., sports statistics, weather data) and present their findings using Google Sheets.
2. **Infographic Creation:** Students create an infographic using their charts and formatted data, summarizing their learning from the unit.
3. **Class Portfolio:** Compile all student projects into a class portfolio, showcasing their best work in Google Sheets.

# Canva Advanced Features

**Grade Level:** 7th Grade

**Unit Duration:** 5 School Days

---

## Stage 1: Desired Results

### Understanding Goals

- Students will understand how to use Canva's advanced features, including animations, transitions, and multi-page layouts.
- Students will learn advanced design principles such as layout and color theory to create engaging presentations.
- Students will recognize the importance of presentation practice, constructive feedback, and audience engagement.

### Essential Questions

- How do animations and transitions enhance digital presentations?
- What design choices make a presentation more engaging and effective?
- Why is practice and feedback important when preparing to present?
- How can Canva be used to communicate ideas creatively and professionally?

### Standards Addressed

- **ISTE Standard 1:** Empowered Learner
  - **ISTE Standard 2:** Digital Citizen
  - **ISTE Standard 3:** Knowledge Constructor
  - **ISTE Standard 5:** Digital Citizen
  - **ISTE Standard 6:** Creative Communicator
- 

## Stage 2: Assessment Evidence

### Performance Tasks

- Final multi-page presentation to the class, evaluated with a rubric.

## Other Evidence

- Peer review and self-assessment rubrics.
  - Participation in group discussions and feedback sessions.
- 

## Stage 3: Learning Plan

### [Day 1: Introduction to Canva Advanced Features](#)

#### Learning Target

- I can use Canva's animations and transitions to enhance a presentation.

#### Activities

- Introduction to Canva and guided exploration.
- Watch tutorial on animations and transitions.
- Students create a slide with at least one animation and transition.

**Assessment:** Submission of animated slide.

---

### [Day 2: Creating Engaging Presentations](#)

#### Learning Target

- I can create a multi-page presentation that uses Canva's design features effectively.

#### Activities

- Discuss effective presentation elements.
- Students create multi-page presentations with animations/transitions.
- Peer review with feedback focused on design and animation use.

**Assessment:** Peer-reviewed multi-page presentation.

---

## Day 3: Advanced Design Techniques

### Learning Target

- I can apply layout and color theory to improve my Canva presentations.

### Activities

- Mini-lesson on layout and color theory.
- Students apply concepts to create a visually appealing slide.
- Group discussion of design choices.

**Assessment:** Submission of a slide demonstrating advanced design techniques.

---

## Day 4: Finalizing Presentations

### Learning Target

- I can refine and practice my Canva presentation with peer feedback.

### Activities

- Finalize multi-page presentation.
- Practice presenting in small groups.
- Peer feedback sessions with rubrics.

**Assessment:** Self-assessment rubric and peer feedback form.

---

## Day 5: Presentation Day

### Learning Target

- I can present my Canva project to an audience with clarity and confidence.

### Activities

- Students present final projects to class.
- Peer evaluations using a rubric.

**Assessment:** Final presentation rubric assessing creativity, design, animations/transitions, and presentation skills.

---

## Culminating Activities Suggestions

1. **Class Gallery Walk:** Create a gallery walk where students display their presentations on tablets or screens, allowing classmates to view and provide feedback.
2. **Video Compilation:** Compile video recordings of each presentation into a class video showcasing their work and learning process.
3. **Peer Review Panel:** Organize a panel where students present to a group of teachers or parents, gaining real-world feedback.

# Digital Communication & Citizenship

**Grade Level:** 7th Grade

**Unit Duration:** 5 School Days

---

## Stage 1: Desired Results

### Understanding Goals

- Students will understand their rights and responsibilities as digital citizens.
- Students will learn to analyze terms of service, privacy policies, and ethical use of digital resources.
- Students will demonstrate responsible use of school-issued technology and instructional materials.
- Students will learn practical skills for communication through Outlook and Canvas.

### Essential Questions

- What does it mean to be a responsible digital citizen?
- Why is it important to understand terms of service and privacy policies?
- How can I ethically use and share digital resources?
- What responsibilities do I have when using school-issued technology?
- How can communication tools like Outlook and Canvas support learning and collaboration?

### Standards Addressed

- **ISTE Standard 1:** Empowered Learner
- **ISTE Standard 2:** Digital Citizen
- **ISTE Standard 3:** Knowledge Constructor
- **ISTE Standard 5:** Digital Citizen

**CT General Statutes:** Compliance with local and federal laws regarding technology use and data privacy

---

## Stage 2: Assessment Evidence

### Performance Tasks

- Group digital poster/presentation on responsible technology use and care of instructional materials.
- Send messages to a teacher and counselor.

### Other Evidence

- Participation in group discussions and activities.
  - Exit tickets, reflections, and gallery walk contributions.
  - Peer and teacher feedback on group projects and practice communications.
- 

## Stage 3: Learning Plan

### [Day 1: Navigating Online Spaces](#)

#### Learning Target

- I can analyze terms of service and privacy policies, and demonstrate ethical use of digital resources.

#### Activities

- Class discussion: favorite apps/websites and terms of service experiences.
- Video clip on importance of reading digital agreements.
- Group analysis of sample terms of service and privacy policies.
- Independent task: review ToS/Privacy Policy of a favorite site and summarize.

**Assessment:** Digital literacy quiz and exit ticket reflection.

---

### [Day 2: Responsibility and Care](#)

#### Learning Target

- I can explain responsible technology use and demonstrate care of instructional materials.

#### Activities

- Discussion: “What happens if we don’t take care of school materials?”

- Video on responsible technology use.
- As a class, analyze the key components of the “Responsible Use of Technology” and the “Care of Instructional Materials” documents.
- Independent practice: group digital posters on responsible use and care.
- Gallery walk with peer reflections.

**Assessment:** Group digital poster/presentation + reflective writing.

---

Day 3: Sending Emails Using Outlook

## [Day 3: Introduction to Digital Communication Tools](#)

### Learning Target

- I can identify different digital communication tools and explain their benefits and challenges.

### Activities

- Brainstorming activity on communication tools.
- Class discussion on benefits and challenges.
- Introduction to Outlook and Canvas interfaces.

**Assessment:** Participation in brainstorming and discussion.

---

## [Day 4: Sending Emails Using Outlook](#)

### Learning Target

- I can compose, send, and manage an email in Outlook using proper etiquette.

### Activities

- Teacher demonstration of Outlook email features.
- Students draft and send an email to a teacher and a counselor.

**Assessment:** Practice email submission.

---

## Day 5: Adjusting Canvas Inbox Notifications

### Learning Target

- I can adjust Canvas notification settings and send messages to teachers and counselors.

### Activities

- Demonstration of Canvas inbox settings.
- Students adjust their notifications.
- Students send a practice message to a teacher and a counselor.

**Assessment:** Demonstration of customized settings and sent messages.

---

## Culminating Activities Suggestions

1. **Digital Communication Portfolio:** Create a portfolio that includes the practice email, customized Canvas settings, and blog post, reflecting on each component.
2. **Group Presentation:** Collaborate in groups to present on different digital communication tools, highlighting features, benefits, and personal experiences.
3. **Peer Feedback Session:** Organize a session where students provide feedback on each other's blog posts, emphasizing constructive criticism and digital etiquette.

# Coding Mastery

**Grade Level:** 7th Grade

**Unit Duration:** 8 School Days

---

## Stage 1: Desired Results

### Understanding Goals

- Students will understand core coding concepts (variables, loops, conditions, event listeners, recursion).
- Students will learn to use coding to create interactive games, animations, and digital projects.
- Students will recognize how creativity and problem-solving are integral to coding.
- Students will reflect on their coding journey and communicate their learning through projects.

### Essential Questions

- How can coding be used to design interactive games, animations, and tools?
- In what ways does coding foster creativity and problem-solving?
- How do variables, loops, and conditions change the behavior of programs?
- Why is reflection important in learning to code?

### Standards Addressed

- **ISTE Standard 4:** Innovative Designer
  - **ISTE Standard 5:** Computational Thinker
  - **ISTE Standard 6:** Creative Communicator
  - **ISTE Standard 7:** Global Collaborator
-

## Stage 2: Assessment Evidence

### Performance Tasks

- Showcase of favorite project and write a reflective journal on skills and challenges.

### Other Evidence

- Participation in coding practice, discussions, and group activities.
  - Peer and teacher feedback during project showcases.
  - Reflection on coding process and problem-solving approaches.
- 

## Stage 3: Learning Plan

### [Day 1: Introduction to Coding & Tetherball](#)

#### Learning Target

- I can build a simple interactive game using JavaScript, HTML, and CSS.

#### Activities

- Introduction to coding concepts; build Tetherball game.

**Assessment:** Check code for ball movement and mechanics.

---

### [Day 2: Blackbird Code Screensaver](#)

#### Learning Target

- I can use JavaScript and CSS to create animations and randomization effects.

#### Activities

- Tutorial + independent creation of a screensaver.

**Assessment:** Screensaver includes functioning animation/randomization; reflection on how design represents personality.

---

## [Day 3: Blackbird Code Busybot](#)

### Learning Target

- I can build an interactive robot that responds to user input.

### Activities

- Students code Busybot to respond to keyboard or mouse input.

**Assessment:** Robots respond correctly to input; creativity in robot's actions.

---

## [Day 4 \(Part 1\): Blackbird Code Sierpinski Triangle](#)


### Learning Target

- I can use loops and recursion to generate fractals in JavaScript.

### Activities

- Guided practice + independent coding of Sierpinski Triangle.

**Assessment:** Correct use of loops/recursion; ability to modify fractal output.

 [Pre/Post JavaScript Programming Vocabulary Assessment](#)

---

## [Day 4 \(Part 2\): Introduction to Coding & Variables with Python](#)

### Learning Target

- I can create a Python program using variables, input, and print statements.

### Activities

- Write a personalized greeting program.

**Assessment:** Review student code for correct use of variables and syntax.

---

## [Day 5: Dance step Animation \(Interactive Coding with JavaScript\)](#)

### Learning Target

- I can animate a character in sequence using timing functions.

### Activities

- Write and test dance step animations.

**Assessment:** Students describe coding process and timing/event triggers used.

---

## [Day 6: Dialogue](#)

### Learning Target

- I can code a branching dialogue system with conditionals.

### Activities

- Write simple conversation program with multiple paths.

**Assessment:** Dialogue changes based on user input; branching structure is clear.

---

## [Day 7: Robot Design](#)

### Learning Target

- I can design and animate a robot using JavaScript functions and CSS styling.

### Activities

- Create robots with shapes, movement, and styling.

**Assessment:** Students explain design choices and coding used.

---

## [Day 8: Project Reflection and Showcase](#)

## Learning Target

- I can reflect on my coding journey and showcase my learning.

## Activities

- Students select favorite project, present to peers, and reflect in journals.

**Assessment:** Reflective journal entry and project showcase presentation.

---

## Culminating Activities Suggestions

1. **Collaboration Project:** Work in pairs to combine two projects into a single interactive experience.
2. **Peer Review:** Conduct a peer review session where students provide feedback on each other's projects.

# Business Plan

**Grade Level:** 8th Grade

**Unit Duration:** 20 School Days

---

## Stage 1: Desired Results

### Understanding Goals

- Students will understand the process of developing and presenting a business plan.
- Students will learn how to describe a business idea, structure an organization, and budget effectively.
- Students will recognize the importance of branding, advertising, and professional presentation in entrepreneurship.
- Students will practice collaboration, communication, and critical thinking while preparing and presenting their business proposals.

### Essential Questions

- What makes a business idea viable and unique?
- How do businesses organize people, roles, and responsibilities?
- Why is budgeting critical to the success of a business?
- How does branding (logos, flyers, business cards) influence public perception of a business?
- What skills are required to communicate and pitch a business idea effectively?

### Standards Addressed

- ISTE Standard 1: Empowered Learner
- ISTE Standard 2: Digital Citizen
- ISTE Standard 3: Knowledge Constructor
- ISTE Standard 4: Innovative Designer
- ISTE Standard 5: Digital Citizenship
- ISTE Standard 6: Creative Communicator
- ISTE Standard 7: Global Collaborator

---

## Stage 2: Assessment Evidence

### Performance Tasks

- Written reflection on learning.
- Final business plan submission.
- Participation in celebration and sharing session.

### Other Evidence

- Class discussions and participation.
  - Peer and self-evaluations of practice presentations.
  - Teacher observations of collaboration and engagement.
- 

## Stage 3: Learning Plan

### [Day 1: Introduction to Business Ideas](#)

- **Learning Target:** Students will brainstorm and select a business idea for their proposal.
- **Assessment:** Group presentations of selected ideas.

### [Day 2: Business Description](#)

- **Learning Target:** Students will draft a detailed description of their business.
- **Assessment:** Written draft of the business description.

### [Day 3: Creating an Organizational Chart](#)

- **Learning Target:** Students will create an organizational chart for their business.
- **Assessment:** Submission of the organizational chart.

### [Day 4: Identifying Services and Goods](#)

- **Learning Target:** Students will list and describe the services or goods their business will offer.
- **Assessment:** Completed list and descriptions.

## Day 5: Introduction to Budgeting

- **Learning Target:** Students will learn the basics of budgeting for their business.
- **Assessment:** Quiz on budgeting concepts.

## Day 6: Creating a Budget

- **Learning Target:** Students will develop a preliminary budget for their business.
- **Assessment:** Submission of the budget sheet.

## Day 7: Data Visualization with Charts

- **Learning Target:** Students will create charts to represent their business budget visually.
- **Assessment:** Submission of charts.

## Day 8: Designing an Advertisement Flyer

- **Learning Target:** Students will design an advertisement flyer for their business using Canva.
- **Assessment:** Peer review of flyers.

## Day 9: Creating a Logo

- **Learning Target:** Students will create a logo for their business.
- **Assessment:** Presentation of logos to the class.

## Day 10: Business Card Design

- **Learning Target:** Students will design a business card using Canva.
- **Assessment:** Class display of business cards.

## Day 11: Preparing the Info Presentation

- **Learning Target:** Students will outline their business proposal for the presentation.
- **Assessment:** Submission of presentation outlines.

## Day 12: Creating Slides for the Presentation

- **Learning Target:** Students will create slides using Google Slides for their business proposal.
- **Assessment:** Draft of slides for peer feedback.

### Day 13: Practicing the Presentation

- **Learning Target:** Students will practice presenting their business proposal in groups.
- **Assessment:** Self and peer evaluations of practice presentations.

### Day 14: Finalizing Presentations

- **Learning Target:** Students will finalize their business proposal presentations.
- **Assessment:** Submission of final slides and materials.

### Day 15 & 16: Presentation Day

- **Learning Target:** Groups will present their business proposals to the class.
- **Assessment:** Group presentations, peer and teacher feedback.

### Day 17: Reflection on Presentations

- **Learning Target:** Students will reflect on their presentations and the overall unit.
- **Assessment:** Written reflection on what they learned.

### Day 18: Peer Review of Business Proposals

- **Learning Target:** Students will review and provide feedback on peer proposals.
- **Assessment:** Feedback forms submitted for each group.

### Day 19: Final Edits and Submission

- **Learning Target:** Students will make final edits to their proposals and submit them.
- **Assessment:** Submission of all components of the business proposal.

### Day 20: Celebration and Sharing

- **Learning Target:** Celebrate the completion of the unit and share successful business ideas.
- **Assessment:** Group discussions and sharing of experiences.

---

## Culminating Activities Suggestions

1. **Business Fair:** Host a business fair where students can showcase their proposals and interact with peers and faculty.
2. **Guest Speakers:** Invite local entrepreneurs to discuss their experiences and provide insights on starting a business.
3. **Pitch Competition:** Organize a pitch competition where students present their business proposals to a panel, simulating a real-world funding scenario.

## Student-centered list of learning targets:

- I can brainstorm and select a unique business idea that meets market needs.
- I can write a clear business description that includes a mission and vision statement.
- I can create an organizational chart that shows roles, responsibilities, and teamwork in a business.
- I can identify and describe the goods or services my business will offer.
- I can explain the basics of budgeting, including costs, revenue, profit, and loss.
- I can develop a preliminary budget that shows fixed and variable costs.
- I can create charts to visualize financial data in my business plan.
- I can design an advertisement flyer that targets the right audience with effective design.
- I can create a logo that represents my business brand and message.
- I can design a professional business card that includes essential information.
- I can outline the structure and key information for a business proposal presentation.

- I can design engaging and clear slides for my business proposal using Google Slides.
- I can practice and improve my presentation skills, including delivery and body language.
- I can finalize a polished presentation that communicates my business plan clearly.
- I can present my business proposal to an audience and respond to questions confidently.
- I can reflect on my presentation and identify what I learned and how I grew.
- I can provide constructive feedback on my classmates' business proposals.
- I can make final edits to my business plan and submit all components on time.
- I can celebrate and share my business ideas with my peers.

# Introduction to Python

**Grade Level:** 8th Grade

**Unit Duration:** 10 School Days

---

## Stage 1: Desired Results

### Understanding Goals

- Students will understand the basics of programming in Python using Tracy the Turtle.
- Students will learn how to debug programs using error messages.
- Students will apply functions, variables, parameters, and user input to create interactive programs.
- Students will demonstrate creativity and problem-solving through story-driven coding challenges.

### Essential Questions

- What is programming, and how do computers follow commands?
- Why are errors and debugging important in the programming process?
- How do functions, variables, and user input make programs more efficient and interactive?
- How can we use coding to tell stories, solve problems, and express creativity?

### Standards Addressed

- ISTE Standard 4: Innovative Designer
  - ISTE Standard 5: Computational Thinker
  - ISTE Standard 6: Creative Communicator
  - ISTE Standard 7: Global Collaborator
  - *2-AP-11:* Create clearly named variables that represent different data types and perform operations on their values.
  - *2-AP-14:* Create procedures with parameters to organize code and make it easier to reuse.
  - *2-AP-17:* Systematically test and refine programs using a range of test cases.
-

# Stage 2: Assessment Evidence

## Performance Tasks

- End-of-unit quiz and/or project (beginner or advanced option).

## Other Evidence

- Class discussions on computing concepts.
  - Reflections on debugging and problem-solving.
  - Peer review during gallery walks and show-and-tell.
- 

# Stage 3: Learning Plan

Note: All lessons are hosted on [CodeHS.com](https://codehs.com). Students and teachers will make accounts to complete the activities.

## [Day 1-2: Intro to Python with Tracy the Turtle](#)

### Learning Target

- I can define programming, use basic commands, and write my first program.

### Activities

- CodeHS intro video
- first program (forward, circle, penup/pendown)
- sequencing exercises.

**Assessment:** First Tracy program and reflection on error messages.

---

## [Day 3-4: Debugging with Error Messages](#)

### Learning Target

- I can identify and fix bugs using error messages.

### Activities

- Watch debugging video
- Complete Debugging #1–#3
- Debugging steps handout.

**Assessment:** Corrected code and reflection on debugging strategies.

---

## Days 5-8: A Day at the Carnival

### Learning Target

- I can write programs that use functions and artistic effects to complete themed challenges.

### Activities

- Complete Carnival story challenges
  - Map
  - Clown
  - corn dog
  - ring toss
  - balloon buster
  - ferris wheel
  - fireworks

**Assessment:** Completed Carnival programs; peer/gallery walk.

---

## Day 9-10: Evaluation

### Learning Target

- I can demonstrate my coding skills by completing a project or quiz.

### Activities

- End-of-unit assessment
- -OR- beginner or advanced coding project (Carnival).

**Assessment:** Final project showcase and quiz results.

---

## OPTIONAL Extension

### Under the Sea

## Learning Target

- I can use variables, parameters, and user input to make programs interactive.

## Activities

- Under the Sea challenges:
  - Octopus
  - Seahorse
  - Jellyfish
  - Dolphin
  - Shipwreck
  - Whale spout
  - Sea turtle
  - Creative “Finish the Story” exercise.

**Assessment:** Completed Under the Sea programs; reflection on challenges and successes.



# Middle School Digital Applications Curriculum

Formerly known as Middle School Computers, this comprehensive three-year program builds essential digital literacy skills through hands-on application mastery. Students progress from foundational exposure to advanced proficiency, preparing them for high school success and future career readiness in our increasingly digital world.

# Our Four Core Priorities

## Application Mastery

Word processing, spreadsheets, presentations, desktop publishing, digital literacy, and coding fundamentals

## Skill Expansion

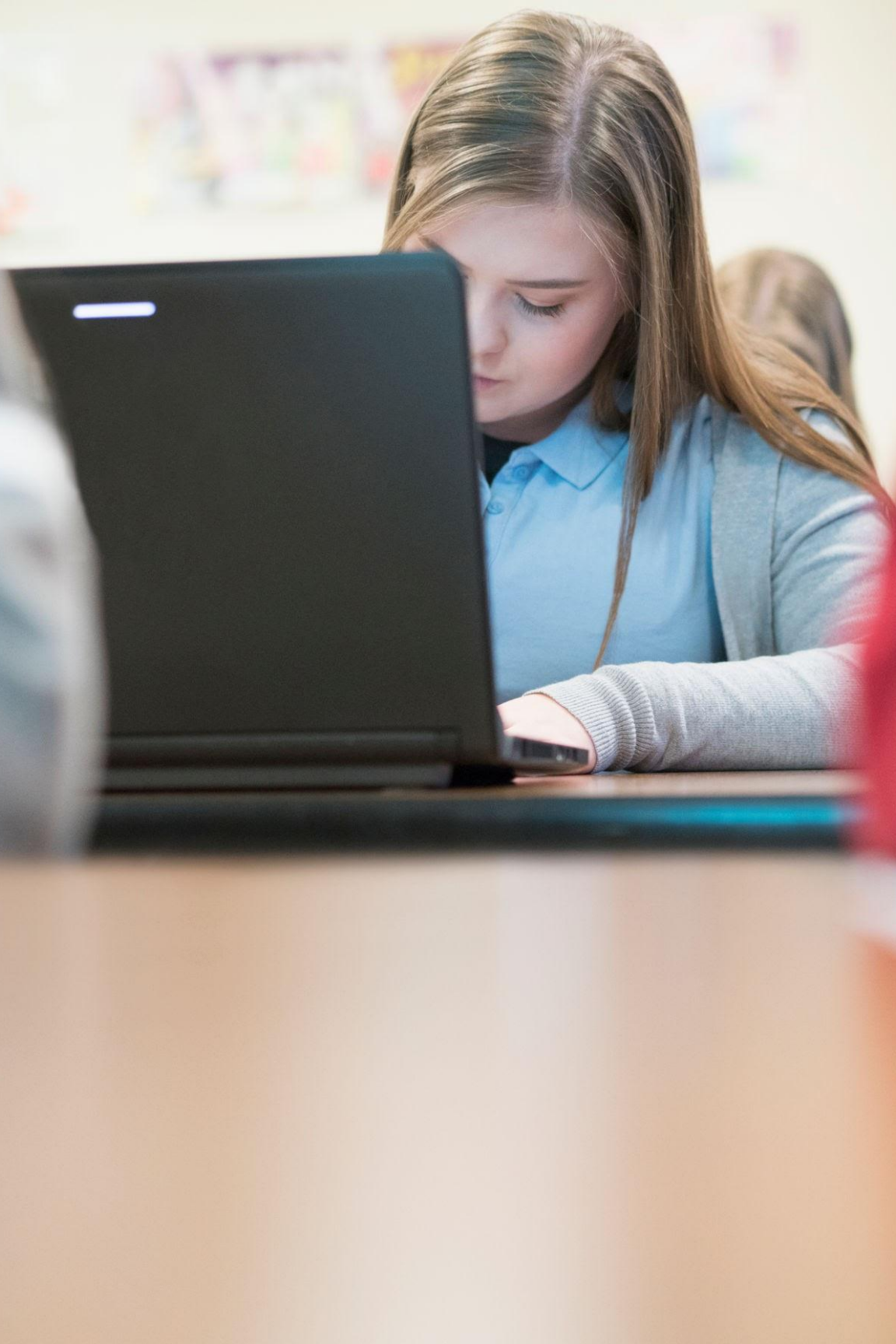
Building upon elementary library media program foundations with advanced techniques and capabilities

## Spiraling Development

Key skills reinforced and deepened across grades 6-8 through progressive complexity and application

## Project-Based Learning

Real-world application through hands-on projects that mirror professional workplace scenarios



# Grade 6: Building Digital Foundations

## Core Applications & Tools

**Google Sheets:** Spreadsheet basics, formatting, functions, and introductory data analysis

**Google Slides:** Effective presentations with consistent formatting, images, and speaker notes

**Canva:** Graphic design fundamentals for business communications, logos, and infographics

**Digital Literacy:** Research skills and note-taking using Google Docs and Keep

**Scratch Coding:** Visual programming through animations, games, and interactive storytelling

## Essential Skills Developed

- Digital Communication & Literacy
- Data Analysis & Problem-Solving
- Creativity & Design Thinking
- Collaboration & Reflection

These foundational skills create a strong base for advanced applications in grades 7 and 8.

# Grade 7: Advancing Digital Mastery

01

## **Google Docs Mastery**

Advanced formatting techniques, real-time collaboration tools, and professional document creation standards for business communications

02

## **Google Sheets Excellence**

Complex formatting, dynamic chart creation, multi-tab references, and collaborative data analysis projects

03

## **Canva Advanced Design**

Multi-page presentations, custom animations, smooth transitions, and sophisticated design principles for professional outputs

04

## **Digital Citizenship**

Professional email communication via Outlook, Canvas messaging systems, notification management, and responsible technology use

05

## **Advanced Coding**

JavaScript and Python basics through Blackbird and Codester platforms, creating complex animations, interactive games, and structured coding projects

# Grade 7: Refining Skills from Grade 6

## Digital Communication & Collaboration



Students master professional communication standards through email, messaging platforms, and collaborative document editing. They learn to provide constructive feedback and work effectively in digital team environments.

## Data & Problem-Solving



Advanced spreadsheet skills enable students to analyze trends, create compelling visualizations, and make data-driven decisions across multiple projects and subject areas.

## Creativity & Design



Through sophisticated design tools and principles, students develop visual communication skills that enhance their ability to present ideas effectively and professionally.

## Digital Citizenship



Comprehensive understanding of ethical technology use, online safety, privacy considerations, and responsible digital footprint management in academic and professional contexts.



# Grade 8 Business Plan Capstone

The Grade 8 Business Plan Unit represents the **culminating application** of all skills developed in grades 6 and 7. Over 20 intensive days, students create comprehensive business proposals that demonstrate mastery across all digital applications.

1

## Business Development

Students research market opportunities, develop innovative business concepts, create organizational structures, and design comprehensive operational plans

2

## Financial Planning

Advanced spreadsheet skills create detailed budgets, financial projections, and data visualizations that demonstrate business viability

3

## Professional Presentation

Culminating pitch presentations combine design, communication, and collaboration skills in a real-world business context



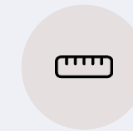
# Grade 8: Connecting to Grade 6 & 7 Foundations



**Digital Communication Evolution**  
Grade 6 Google Docs and Slides basics evolve into Grade 7 advanced formatting and Grade 8 professional business documents and polished presentations



**Data Literacy Progression**  
Foundation spreadsheet skills from Grade 6 develop into Grade 7 advanced charting and Grade 8 complex business budgeting and financial analysis



**Creative Design Journey**  
Canva basics for simple graphics grow into sophisticated branding, marketing materials, and professional visual communication strategies

This seamless progression ensures students build confidence while developing increasingly sophisticated digital workplace skills.

```
with open('BOOK_API') as self:
    ...

with.isfile(FILE_URI):
    ...

db.session.query(Book).all()
render_template("index.html", books=books)

method == "GET":
    ...
method == "POST":
    data = request.form["id"]
    update = Book.query.get(book_id)
    update.rating = request.form["rating"]
    session.commit()
    redirect(url_for("home"))
```

# Grade 8 Coding Capstone: Python Mastery

## Introduction to Python

### Advanced Topics Covered

- Tracy's Grid World:** Interactive programming environment navigation
- Debugging Mastery:** Error message interpretation and systematic problem-solving
- Function Development:** Creating reusable, efficient code blocks
- Visual Programming:** Color, effects, and size manipulation through code
- Variable Management:** Data storage and manipulation techniques
- Interactive Design:** User input/output for dynamic program experiences

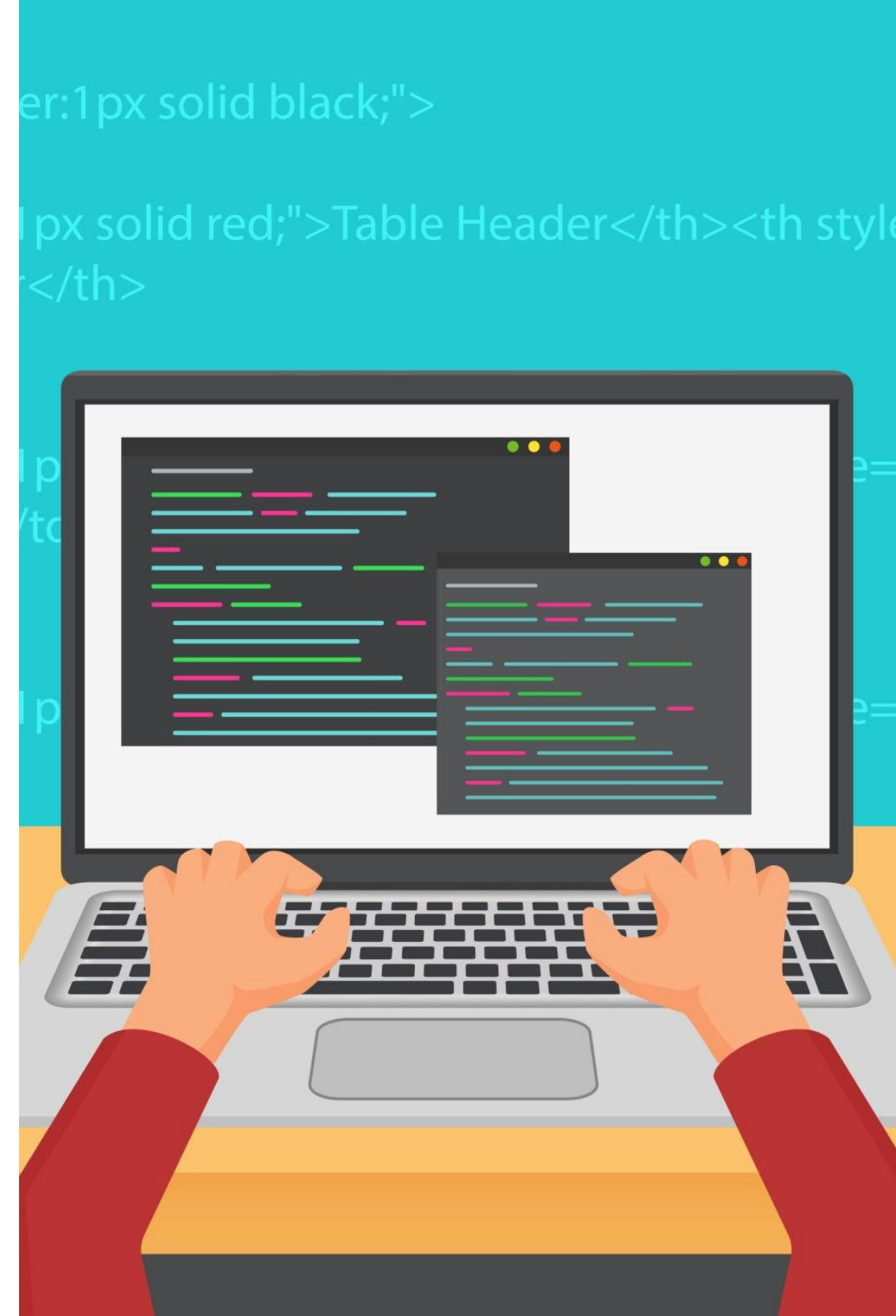
### Professional Skills Developed

- Advanced problem-solving and systematic debugging
- Computational thinking and logical reasoning
- Creative expression through programming
- Interactive application development
- Persistence and growth mindset cultivation

# Coding Progression: From Blocks to Professional Programming

- 1** — Grade 6: Scratch Foundation  
Visual, block-based coding introduces fundamental programming concepts through games, animations, and interactive storytelling projects
- 2** — Grade 7: Web Technologies  
Blackbird and Codester platforms teach JavaScript, HTML, and CSS through increasingly complex interactive projects and structured coding challenges
- 3** — Grade 8: Python Mastery  
Text-based programming in professional development environments, transitioning from guided projects to independent problem-solving applications

This carefully structured three-year coding sequence ensures students develop both creative problem-solving abilities and technical programming skills essential for high school computer science success.



# Summary of Curriculum

6

## Core Applications

Comprehensive mastery across essential business and creative software platforms

3

## Programming Languages

Progression from Scratch to JavaScript to Python programming

30

## Capstone Project Days

Intensive business plan development and advanced programming demonstrating skill mastery

This comprehensive Middle School Digital Applications Curriculum transforms students from digital consumers into confident digital creators. By Grade 8 graduation, students possess the technical skills, creative problem-solving abilities, and professional communication standards necessary for high school success and future career readiness in our technology-driven economy.

**Implementation Ready:** This curriculum builds systematically on existing elementary foundations while preparing students for advanced high school coursework, creating seamless educational progression and measurable student outcomes.



# Summary of Changes

## **MS schedule change**

- Prior to 25-26, students chose between Music and “Computers” in grades 6, 7, and 8, creating inconsistency
- Beginning in 25-26, all students take Digital Applications for 30 instructional days in grades 6, 7, and 8

## **Topic considerations**

- More depth for each topic, spiralled through 3 years
- Topics based on high school pathways in business, marketing, tech ed, and computer science
- 4C’s incorporated into every lesson

## **Skill mastery**

- The spiralling nature of the new curriculum allows students to master essential skills, preparing them to be successful at the next level

## **Connection to elementary content**

- These units connect directly to the skills introduced in elementary library media, including digital citizenship, office products, desktop publishing, and coding





<b>Unit Overview</b>	
<b>Unit Title:</b>	Alcohol, The Media, & Me
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 6 Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	The views surrounding alcohol, drinking, and drunkenness are complex - and often positive. This unit will help students improve their understanding of alcohol consumption, its health effects, and the media's influence on societal attitudes. With a partner, students will create and present a billboard ad focusing on the dangers of binge drinking and excessive alcohol consumption.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.5.8, 1.7.8, 1.9.8 INF 2.1.8, 2.3.8, 2.4.8 SM 7.1.8 AV 8.2.8, 8.3.8, 8.4.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable	<p>U1 Student will understand the effects of alcohol on the body and the developing brain.</p> <p>U2 Student will understand what binge drinking is and the dangers associated with it.</p>
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across contexts, places, and times?	U3 Students will understand how drinking is perceived in our society (i.e., tv shows, movies, billboards, etc.).
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Q1 What effect does alcohol have on someone's body and judgment?  Q2 What does "binge drinking" mean?  Q3 What aspects of our media encourage drinking? For example, consider the role of drinking in movies, TV shows, and advertisements.
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Students will know how the mind and body react during and after alcohol consumption.</li> <li>● Students will know the harm binge drinking can do to himself/herself.</li> <li>● Students will know how to recognize bias in the portrayal of alcohol in advertisements, movies, tv shows, etc....</li> </ul>	<ul style="list-style-type: none"> <li>● Students will state what happens to the body and mind while consuming alcohol.</li> <li>● Students will identify the danger associated with binge drinking.</li> <li>● Student will recognize biased advertising in the media, movies, tv shows, etc...</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<b>Alcohol Billboard Advertisement</b>  <b>Goal:</b> Create an advertisement billboard that shows the dangers of binge drinking and excessive alcohol consumption. <b>Role:</b> You are an advertising agent. <b>Audience:</b> Pre-teens / Adolescents

Month, Year

**Situation:**

You and your partner are advertising agents who have been hired to design a series of highway billboards to promote the truth about the dangers of binge drinking and alcohol consumption.

**Product/Performance & Purpose:**

Create an alcohol advertisement billboard about the danger of binge drinking and excessive consumption of alcohol. Billboard ad will be graded based upon the rubric provided.

**Differentiation:**

- Role-play a conversation with a classmate who has a drinking problem. In your discussion, include strategies for getting your friend some help.
- Billboards and advertising can influence how a person feels about alcohol, but parents and other adult family members also play an important role. Discuss how adults can affect your opinion about drinking. Then write a letter to parents, providing strategies for talking to their children about alcohol use and suggestions for helping students to avoid alcohol.

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

<https://www.cdc.gov/nchs/fastats/alcohol.htm>

<https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/underage-drinking>

<https://dosomething.org/article/11-facts-about-teens-and-alcohol>

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

- Rubric will be utilized to evaluate performance task (self-assessment & teacher assessment)

**Comments**

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

**Other Evidence****Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Exit slips will be utilized to check for understanding at the end of each lesson.

**Stage 3: Instructional Design**

Learning Target:	Success Criteria:
Students will be able to... <ul style="list-style-type: none"> <li>• Understand the harmful effects of alcohol on the body &amp; mind</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to explain &amp; apply various vocabulary words related to alcohol (alcoholism, BAC, cirrhosis, etc)</li> </ul>

Month, Year

<ul style="list-style-type: none"> <li>Understand various concepts related to alcohol (vocabulary, standard drink sizes, current use among teens, social influences)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to determine standard drink sizes based on alcohol content (ABV)</li> </ul>
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### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will introduce the unit & determine what students already know about the topic of alcohol by having students fill out a “braindump” within their small groups. Then, they will discuss it as a class.
- II. **Introduction to Alcohol Unit Activity:** Students will complete a research activity to gain a deeper understanding of various vocabulary words related to alcohol, standard drink sizes, current rates of alcohol amongst teens, and the impact of alcohol on the developing brain/body.  
[Link to Google Form](#)
- III. **Lesson Closure:** The teacher will review the main concepts from the activity. Then, she will explain that the focus of next lesson will be on alcohol & the media (social media, movies/tv shows, advertisements, etc.)

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- Formative Assessment:**  
[Introduction to Alcohol Unit Activity](#) (Classwork grade)

Learning Target:	Success Criteria:
Students will be able to... <ul style="list-style-type: none"> <li>Evaluate the impact of media (social media, movies/tv shows, ads, etc) on societal views regarding alcohol use.</li> <li>Create an alcohol billboard focused on the dangers of underage drinking / binge drinking.</li> </ul>	<ul style="list-style-type: none"> <li>See Alcohol Billboard Advertisement Rubric</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Lesson Introduction:** The teacher will begin the class by presenting images from various forms of media (social media, movies/tv shows, ads) on the board that depict alcohol use as being “cool” and/or a social norm. After each picture is presented on the board, students will discuss their thoughts/observations in small groups. This will lead to a class-wide discussion about the media’s impact on society’s view of alcohol use.
- II. **Alcohol Billboard Project:** The teacher will explain the directions & criteria for the Alcohol Billboard Project. Students will work in groups to collaboratively create a billboard that represents the dangers of underage drinking & excessive alcohol use. (See rubric below)
- III. **Lesson Closure**

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- **Summative Assessment**  
[Alcohol Billboard Advertisement Rubric](#)

## Resources

Any materials and resources related to Stage 3 learning activities.

<https://www.cdc.gov/nchs/fastats/alcohol.htm>

<https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/underage-drinking>

<https://dosomething.org/article/11-facts-about-teens-and-alcohol>

Unit Overview	
Unit Title:	Bullying Prevention
Teacher:	Kolesnik & Brown
Grade Level/Course:	6
Length/Dates:	3 Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will understand what motivates a bully and how to identify and prevent different forms of bullying through on-the-spot strategies taught in the unit. Through collaborative role play, students will create a bullying situation and use the strategies to safely and effectively handle the conflict.

### Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
VP 1.1.8, 1.3.8 SAAP 1.8.8 MEH 1.17.8 SIP 1.10.8 IC 4.1.8, 4.3.8, 4.4.8 AV 8.3.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b></p>

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

U1 Students will understand the different forms of bullying (physical, verbal, social, cyber).

U2 Students will understand that bullying can cause serious harm to a person's physical, mental/emotional, and social health.

U3 Students will understand how to use on-the-spot strategies to prevent bullying in a safe, effective manner.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Q1 What are the different forms of bullying and what do they look like in a real-world situation?

Q2 How can bullying affect someone's physical, mental, and social health?

Q3 What are the on-the-spot strategies and how can I apply them to handle bullying situations in a safe, effective manner?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<p>K1 Students will know the different forms of bullying.</p> <p>K2 Students will know the on-the-spot strategies to prevent/handle bullying situations.</p> <p>K3 Students will know the different roles in a bullying situation &amp; how to become an upstander.</p>		<p>S1 Students will be able to identify different forms of bullying with examples of how each form would look in a real-world situation.</p> <p>S2 Students will be able to prevent/handle bullying by applying the following strategies in real-world scenarios: telling the bully to stop, avoiding physical violence, trying humor, finding a trusted adult, and walking away.</p> <p>S3 Students will be able to help themselves or a friend who is being bullied by being an upstander and utilizing on-the-spot strategies.</p>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### ***Performance Task: Bullying Prevention Skit***

**Goal:** Students will practice utilizing the “on the spot strategies” taught throughout the unit by creating & acting out a real-world scenario/skit.

**Role:** You are a middle school student.

**Audience:** Classmates.

**Situation:** You and/or a close friend are being bullied by one or more students at your school and you need to address it in a healthy way using “on the stop strategies”.

**Product:**

Create a skit that represents a real-world bullying scenario. Role play the scenario with your group members using one or more of the on-the-spot strategies to address/prevent the bullying.

**Standards:** Students will be assessed using the bullying skit rubric.

**Differentiation/Accommodations:**

- Students will be provided with a bullying scenario and they will have to choose an on-the-spot strategy to resolve the conflict.
- Students can present to the teacher if they are not able to present in front of the whole class.

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Kidshealth.org](http://Kidshealth.org)

[Bullying Unit Slides](#)

Bullying Skit Rubric

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- Rubric will be utilized to evaluate performance task (self-assessment & teacher assessment)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- **Exit Ticket (Formative Assessment):** Students will demonstrate understanding of the different forms of bullying & the on-the-spot strategies by completing an exit ticket at the end of Lesson 1.
- **Bullying Skit Project (Summative Assessment)**

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"><li>● Understand how bullying impacts an individual's physical, mental, &amp; social health.</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to identify and differentiate between the forms of bullying (physical, verbal, social, cyber).</li><li>● Students will be able to describe how bullying can affect an individual's overall health.</li></ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"><li><b>Lesson Introduction:</b> The teacher will begin the lesson with an anonymous survey, which requires students to answer questions on whether they have ever experienced bullying &amp; whether they have ever engaged in bullying behaviors. The teacher will project the survey results on the board and facilitate a discussion on the class's data.</li></ol>	

**II. Bullying Basics:** Students will review information on a slideshow while responding to questions on a worksheet.

[Bullying Unit Slides](#)

[Bullying Classwork Assignment](#)

**III. Lesson Closure**

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

[Bullying Classwork Assignment \(Formative Assessment\)](#)

### Learning Target:

*I can...*

- Apply safe and healthy preventative strategies to various real-world bullying scenarios.

### Success Criteria:

- Students will be able to create a bullying skit that includes one or more of the on-the-spot strategies to effectively handle the conflict at hand.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**IV. Lesson Introduction:** The teacher will begin the lesson by explaining the 5 on-the-spot strategies that can be used to handle/prevent bullying situations (tell the bully to stop, find a trusted adult, walk away, avoid physical violence, try humor). Then, she will explain the directions & criteria for the bullying skit project.

**V. Bullying Skit Project:** In small groups, students will create a skit that represents a real-world bullying scenario. Students will role play the scenario with your group members using one or more of the on-the-spot strategies to address/prevent the bullying. Students will present their skits to the class.

**VI. Lesson Closure**

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Bullying Skit Project (Summative Assessment):** The bullying skit project rubric will be used as a self-assessment tool for students, as well as a teacher tool to provide feedback to students when they present their skits.

<b>Unit Overview</b>	
<b>Unit Title:</b>	Communicable Diseases
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	6th Grade Health Education
<b>Length/Dates:</b>	3 Lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will have a kinetic experience of the ways that germs/diseases can transfer from one person to another via indirect and direct contact. Students will also learn about a variety of communicable diseases through peer teaching.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
OWDP 1.1.8, 1.2.8, 1.3.8, 1.5.8 SM 7.1.8, 7.2.8, 7.3.8, 7.4.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ol style="list-style-type: none"> <li>1. Students will understand how communicable diseases spread via hands-on activities, as well as peer taught presentations.</li> <li>2. Students will understand how to prevent and seek treatment for a variety of communicable diseases.</li> <li>3. Students will understand how to access valid health information regarding disease prevention. (<a href="http://CDC.gov">CDC.gov</a>, <a href="http://WHO.int">WHO.int</a>)</li> </ol>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ol style="list-style-type: none"> <li>1. How do communicable diseases spread? (Direct vs. Indirect Contact)</li> <li>2. How can you prevent and treat various communicable diseases?</li> <li>3. Where can I go to find valid health information regarding communicable diseases?</li> </ol>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ol style="list-style-type: none"> <li>1. Students will know the connection between personal hygiene habits and the spread of communicable diseases.</li> <li>2. Students will know preventive measures people can use to stop the spread of communicable diseases.</li> <li>3. Students will know the different treatment methods for a variety of communicable diseases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can identify behaviors that increase the spread of communicable diseases.</li> <li>2. Students will apply measures that prevent communicable diseases from spreading in real world situations.</li> <li>3. Students will identify treatment methods for various communicable diseases.</li> </ol>

**Stage 2: Evidence of Student Learning**

## Performance Tasks

### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** In small groups, students will conduct research on a specific communicable disease to create a presentation that will be used to teach their peers.
- **Role:** Students will act as health professionals teaching about a specific communicable disease at a school-wide health fair.
- **Audience:** Students who are attending a school health fair.
- **Situation:** Students will work in small groups for this activity. They will act as health professionals at a health fair to inform the public about their assigned communicable disease. Students will be required to research what the disease is, how it spreads, prevention methods, treatment methods, and statistics/interesting facts regarding their disease to create a slideshow presentation.
- **Product/Performance/Purpose:** The product of this task will be a slideshow presentation used to peer teach about various communicable diseases.
- **Standards and Criteria for Success:** [Communicable Disease Project Rubric](#)

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Communicable Disease Unit Slideshow](#)

[Communicable Disease Project Rubric](#)

[CDC.gov](#)

[WHO.int](#)

<https://kidshealth.org/en/kids/germs.html>

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- **Formative Assessment** - Students will complete an exit slip following lesson 1 in this unit. They will be asked to differentiate between indirect & direct contact, as well as compare & contrast viral & bacterial infections/diseases.
- **Summative Assessment** - Students will create a slideshow presentation on a communicable disease to be shared with their peers. They will be assessed using the project rubric above.

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

Month, Year

## Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- **Exit Ticket Questions (Formative Assessment)**

- What is the difference between indirect contact and direct contact?
- List an example of indirect contact & direct contact.
- Compare and contrast viral infections versus bacterial infections. (ie. How are they spread, treatment methods, etc.)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● Understand how certain behaviors increase the spread of communicable diseases.</li><li>● Understand what direct contact &amp; indirect contact means in relation to the spread of diseases.</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to identify several behaviors that increase the spread of communicable diseases &amp; explain how to prevent those behaviors.</li><li>● Differentiate between direct &amp; indirect contact in relation to the spread of germs.</li></ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"><li>I. <b>Lesson Introduction:</b> Teacher will introduce the unit using the <a href="#">Communicable Disease Unit Slides</a>.</li><li>II. <b>What Are Germs? Article &amp; Questions:</b> Students will read an article from Kids Health about different forms of germs &amp; how they spread while responding to comprehension questions.</li><li>III. <b>“How Do Germs Spread?” Class Activity</b></li><li>IV. <b>Lesson Closure</b></li></ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
<a href="#">What Are Germs? Article &amp; Questions</a> (Formative Assessment)	

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Access valid health information to create an informational slideshow on a communicable disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can access information on disease prevention using valid resources, such as the CDC and WHO</li> <li>• Students can explain a specific communicable disease, its symptoms, how to prevent it, and several ways to treat it.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

**Communicable Disease Project:** Students will work in groups of 4 for this activity. They will act as health professionals who will be presenting at a health fair to inform the public about their assigned communicable disease. Students will be required to research what the disease is, how it spreads, prevention methods, treatment methods, and statistics/interesting facts regarding their disease to create a slideshow presentation. Each group will present their slideshow to the class as an opportunity for peer teaching.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

### Communicable Disease Project (Summative Assessment)

[Communicable Disease Project Rubric](#) - Will be used as a self-assessment tool & a teacher assessment tool during final presentation.

### Resources

Any materials and resources related to Stage 3 learning activities.

[Communicable Disease Unit Slides](#)

[What Are Germs? Article & Questions](#)

<https://kidshealth.org/en/kids/germs.html>

<b>Unit Overview</b>	
<b>Unit Title:</b>	Health and Me
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 6 Health Education
<b>Length/Dates:</b>	2-3 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit will focus on the three components of the Health Triangle (i.e., physical, mental/emotional, social). Student will use the definition of each to self-reflect and determine the status of each within himself/herself. Students will set personal improvement goals for each component. Students will be assessed on their knowledge of the Health Triangle.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.2 SAAP 1.10.8 MEH 1.2.8, 1.5.8, 1.6.8, 1.8.8, 1.10.8, 1.12.8, 1.13.8 INF 2.1.8, 2.4.8 AI 3.1.8, 3.4.8 GS 6.2.8, 6.3.8, 6.4.8, 6.5.8 SM 7.2.8, 7.3.8, 7.4.8 AV 8.2.8

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.

**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

1. Students will understand what qualities and practices comprise physical health and how it relates to their life.
2. Students will understand what qualities and practices comprise mental/emotional health and how it relates to their life.
3. Students will understand what qualities and practices comprise good social health and how it relates to their life.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What qualities and practices relate to physical health and how do I measure up?
2. What qualities and practices relate to mental/emotional health and how do I measure up?
3. What qualities and practices relate to social health and how do I measure up?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<ol style="list-style-type: none"> <li>1. Students will know various factors that allow a person to improve/maintain his/her physical health.</li> <li>2. Students will know various factors that allow a person to improve/maintain his/her mental and emotional health.</li> <li>3. Students will know various factors that allow a person to improve/maintain his/her social health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will construct their own Health Triangle to identify several practices they utilize to maintain their physical, mental/emotional, and social health.</li> <li>2. Students will reflect on their practices regarding the three components of the Health Triangle and set personal goals based on their own strengths/weaknesses.</li> </ol>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### Goal:

To create a Health Triangle directly related to the activities/practices you do in your everyday life.

#### Role:

You are the older sibling to a brother or sister who does not have much background in health-related topics.

#### Audience:

Your younger sibling.

#### Situation:

You are a middle school student who has been asked to create a personal Health Triangle by his/her health teacher. You are concerned about your younger sibling's health habits. You decide to use your personal Health Triangle as a teaching guide for that sibling. You intend to share it when the two of you have time together.

#### Product/Performance & Purpose:

After a class discussion and research on your own, you will create a Health Triangle that directly relates to yourself and your everyday habits/practices. You will construct a Health Triangle that includes multiple examples of health practices that relate to each component of the Health Triangle

(physical, mental/emotional, social). Then, based on your current practices, you will evaluate your strengths and weaknesses to create a personal goal for improving your overall health.

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Health Triangle Slideshow](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Health and Me Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

### Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

These will also be embedded below in the daily learning plan.

### Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>Identify and explain the three components, or sides, of the health triangle (physical, mental/emotional, social).</li></ul>	<ul style="list-style-type: none"><li>Students can conduct research on each of the three components of the health triangle to complete a graphic organizer.</li></ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. Introduction:** The teacher will introduce the unit by discussing the three components of the health triangle: physical, mental, and social. The teacher will have students brainstorm in small groups to come up with anything they already know about the components of the health triangle (activities/examples, definitions, etc.).
- II. Station Activities:** Students will rotate to 3 different stations throughout the class period to research and collect information about the 3 components of the health triangle. Each station will focus on 1 of the components. While students are at the learning stations, they will record their information on a graphic organizer. Each station will also include an activity that goes along with that component of health (ie. jumping jacks - physical health, breathing techniques - mental health, discussion questions - social health).
- III. Closure:** After students have rotated to each station gathering information, the teacher will review the information that was discussed in class and check for understanding. Then, the teacher will tell students that they will use the information they learned today to work on a health triangle project next class.

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### I. Formative Assessment (Exit Ticket):

1. Which component of the health triangle involves your body, illness/disease, and personal hygiene? Please list an example of how you can improve this component of your health.
2. Which component of the health triangle involves your self-esteem and overall mindset? Please list an example of how you can improve this component of your health.
3. Which component of the health triangle involves your interactions with others? Please list an example of how you can improve this component of your health.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● Create a health triangle that represents their own practices regarding physical health, mental health, and social health.</li><li>● Reflect on their strengths and weaknesses regarding each component of the health triangle.</li></ul>	<ul style="list-style-type: none"><li>● Students can draw 3 examples of activities they engage in that relate to physical health, mental health, and social health.</li><li>● Students can complete reflection questions related to their personal strengths and weaknesses.</li></ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will briefly review the information from the previous class regarding the 3 components of the health triangle. Then, he/she will explain that students will be creating their own health triangles today to reflect their own health practices.
- II. **Health Triangle Activity:** Students will draw/write 3 examples of activities they do in their everyday life that relate to each component of the health triangle. Once students have 3 examples for each component, they will color in their health triangle to make it more personalized.
- III. **Health Triangle Reflection:** To close out this activity/unit, students will complete reflection questions to evaluate their strengths and weaknesses in regard to the health triangle. They will be required to identify and explain which component of health they feel they are very good at and which component of health they feel they need to improve.
- IV. **Closure**

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- I. **Summative Assessment:** The health triangle activity will assess students ability to identify and reflect on their own health practices in regards to the 3 components of the health triangle. This activity will serve as a summative assessment for this unit of instruction.

## Resources

Any materials and resources related to Stage 3 learning activities.

[Health Triangle Slideshow](#)

[Health and Me Rubric](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	Nutrition
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	6th Grade Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	During this unit, students will gain an understanding of the 5 food groups included in MyPlate (proteins, grains, fruits, vegetables, and dairy) and differentiate between each of their functions. Students will be able to brainstorm and create healthy meal options using the MyPlate diagram.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HEPA 1.1.8, 1.2.8, 1.3.8, 1.9.8, 1.10.8 DM 5.7.8 GS 6.3.8 SM 7.2.8

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address
These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

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<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ol style="list-style-type: none"><li>1. Students will understand the functions of each food group (proteins, grains, fruits, veggies, dairy).</li><li>2. Students will understand why a balanced diet is important in maintaining overall health.</li><li>3. Students will understand how to create healthy meals that include all 5 food groups.</li></ol>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ol style="list-style-type: none"><li>1. What are the 5 food groups and what are their functions?</li><li>2. Why is a balanced diet important for your overall health?</li><li>3. What are the components of a healthy meal?</li></ol>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
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<p>Students will know the following vocabulary:</p> <ul style="list-style-type: none"> <li>- Protein</li> <li>- Grains</li> <li>- Vegetables</li> <li>- Dairy</li> <li>- Vitamins</li> <li>- Minerals</li> <li>- MyPlate</li> </ul> <p>Students will know the components of a healthy, balanced meal.</p> <p>Students will know what foods fit into each of the 5 food groups.</p>	<p>Students will be able to define the following vocabulary terms &amp; use them in context throughout unit activities:</p> <ul style="list-style-type: none"> <li>- Protein</li> <li>- Grains</li> <li>- Vegetables</li> <li>- Dairy</li> <li>- Vitamins</li> <li>- Minerals</li> <li>- MyPlate</li> </ul> <p>Students will be able to identify &amp; differentiate between the 5 food groups.</p> <p>Students will be able to create a plate that represents healthy, balanced meal options.</p>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will create a plate (aligned with MyPlate guidelines) that includes multiple examples of foods that fit into each food group, providing them with multiple options of healthy, balanced meals.
- **Role:** You are a middle school student who is creating healthy meal options to choose from for breakfast, lunch, & dinner.
- **Audience:** N/A
- **Situation:** You are a middle school student who is brainstorming healthy meal options for you and your family to choose from at breakfast, lunch, & dinner.
- **Product/Performance/Purpose:** Students will create healthy, balanced meals by drawing foods that fit into each food group. The plate diagram
- **Standards and Criteria for Success:** Create A Plate Activity Rubric.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Create A Plate Activity](#)

[Create A Plate Activity Rubric](#)  
[Nutrition Slides](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

The teacher will utilize the rubric below to assess student work & provide feedback.

[Create A Plate Activity Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

**Exit Ticket (Lesson 1):** Following lesson #1, the teacher will give students an exit slip with the following questions to assess their understanding of the food groups & functions.

1. List the 5 food groups.
2. List the functions for the following food groups:
  - a. Proteins -
  - b. Grains -
  - c. Fruits/Vegetables -

### Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● Identify the 5 food groups &amp; their functions to the human body</li><li>● Categorize various foods into the 5 food groups</li></ul>	<ul style="list-style-type: none"><li>● Students can list the 5 food groups (proteins, grains, fruits, vegetables, &amp; dairy)</li><li>● Students can explain the most important function(s) of each food group</li></ul>

	<ul style="list-style-type: none"> <li>Students can match a variety of foods to their appropriate food group.</li> </ul>
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**Learning Activities**  
 What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. Introduction of Lesson**
- II. [Nutrition Slides](#)** - The teacher will introduce the unit using the slideshow presentation. The teacher will facilitate class-wide discussion focusing on food groups & functions.
- III. Food Group Movement Activity** - There will be 5 signs located throughout the classroom (1 for each food group). The teacher will call out the names of various foods and students will move to the appropriate sign on the wall.
- IV. Closure & Exit Ticket**

**Assessment**  
 List any formative or summative assessments that should be administered within this learning sequence.  
 (They can be listed/linked below)

**Exit Ticket (Lesson 1):** Following lesson #1, the teacher will give students an exit slip with the following questions to assess their understanding of the food groups & functions.

- 3. List the 5 food groups.
- 4. List the functions for the following food groups:
  - a. Proteins -
  - b. Grains -
  - c. Fruits/Vegetables -

Learning Target:	Success Criteria:
<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Create healthy meals that align with the MyPlate guidelines &amp; portions.</li> </ul>	<ul style="list-style-type: none"> <li>Students can draw/label 3 examples of foods for each food group to create multiple healthy, balanced meal options.</li> </ul>

**Learning Activities**  
 What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. Introduction / Review** - The teacher will briefly review the information taught in the previous class. Then, she will discuss the focus of today's lesson.
- II. Create A Plate Activity:** The teacher will explain the directions & criteria for the Create A Plate Activity. Students will draw & label 3 examples for each section of the MyPlate

diagram, which includes proteins, grains, fruits/vegetables, and dairy. Students will be assessed using the [Create A Plate Activity Rubric](#).

**III. Lesson Closure**

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

[Create A Plate Activity Rubric](#)

**Resources**

Any materials and resources related to Stage 3 learning activities.

[Create A Plate Activity Rubric](#)  
[Nutrition Slides](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	Personal Safety
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 6 Health Education
<b>Length/Dates:</b>	2-3 Days
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on lessons that will help students learn how to identify and avoid personal danger. After instruction and discussion about personal safety, students will develop their own personal safety plans to address a variety of dangers.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.3.8, 1.4.8, 1.6.8, 1.7.8, 1.11.8 SAAP 1.5.8, 1.6.8, 1.7.8, 1.9.8, 1.11.8 MEH 1.9.8, 1.17.8 SIP 1.10.8 DM 5.1.8, 5.2.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable	<ol style="list-style-type: none"> <li>1. Students will understand the origin and importance of Erin's Law.</li> <li>2. Students will identify various dangers that can impact their personal safety.</li> <li>3. Students will develop a safety plan that outlines what to do in a dangerous situation.</li> </ol>
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across contexts,  
places, and times?

**Essential  
Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What is Erin's Law? Why was it created?
2. What/Who are threats to personal safety?
3. What can I do if I am ever in an unsafe situation?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

1. Students will be able to explain Erin's Law and why it was created.
2. Students will know how to develop a personal safety plan.
3. Students will know strategies to remove himself/herself from a dangerous/unwanted situation.

1. Students will be able to identify situations where Erin's law ensures personal safety.
2. Students will create and discuss his/her own personal safety plan.
3. Students will be able to identify and remove himself/herself from an unsafe situation.

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

**Goal:**

Create a safety plan that addresses dangers and personal safety in or outside of the home.

**Role:**

You are a youth services counselor.

**Audience:**

Grade 6 students.

Month, Year

**Situation:**

You are a youth services counselor presenting a workshop to grade 6 students. You are displaying a personal safety plan that relates to a middle school student. The plan will highlight potential dangers inside of school, outside of school, and dangers in the home that a middle schooler may encounter and offer safety tips.

**Product/Performance and Purpose:**

Students will produce their own individual safety plans to be assessed on the provided rubric.

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Personal Safety Unit](#)

[Personal Safety Plan Rubric](#)

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

[Personal Safety Plan Rubric](#)

*Each student will be provided with their own copy of rubric with teacher feedback.*

**Comments**

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

**Other Evidence****Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

**Stage 3: Instructional Design**

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<i>Students will be able to...</i>	<ul style="list-style-type: none"> <li>Students can participate in small-group / class discussions regarding personal safety.</li> </ul>

Month, Year

<ul style="list-style-type: none"> <li>Identify and discuss various situations that involve personal safety at home, at school, and outside of school.</li> <li>Explain what Erin's Law is and why it was created. <ul style="list-style-type: none"> <li>Safe touch vs. unsafe touch</li> <li>Personal boundaries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students can verbally explain what Erin's Law is and why it is important to their safety.</li> <li>Students can differentiate between safe touch &amp; unsafe touch.</li> </ul>
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**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. Lesson Introduction:** The teacher will introduce the lesson by asking students why personal safety is important for maintaining a healthy lifestyle. Following a class discussion, the teacher will share a slideshow that includes information on the following: safe touch vs. unsafe touch, personal boundaries, body safety, & self-protection strategies for instances at home, at school, & in public places. (See unit slides above)
- II. Group Brainstorm:** In small groups, students will be given a chart to fill out. The chart will have 3 sections: IN SCHOOL, AT HOME, & OUTSIDE OF SCHOOL. As a group, students must brainstorm different scenarios and/or situations that can bring about danger in those specific categories. After time is up, the teacher will facilitate a class-wide discussion where students share their brainstorm responses.
- III. Lesson Closure**

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- Formative Assessment:** Group Brainstorm Chart

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Create their own personal safety plan that addresses a variety of dangers at home, in school, and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Students can identify various solutions &amp; self-protection strategies to keep themselves safe in the following settings: at home, in school, and outside of school.</li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. Personal Safety Plan:** Students will act in the lens of a youth services counselor presenting a lesson to grade 6 students. Their presentation will include a personal safety plan that relates to a middle school student & the situations a middle school student may encounter. The plan will highlight potential dangers inside of school, outside of school, and dangers in the home along with safety tips/strategies to address these dangers. Students will create their safety plan on a Google Slide or on poster paper to be displayed & presented to the class.

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- **Summative Assessment:** Personal Safety Plan  
[Personal Safety Plan Rubric](#)

## Resources

Any materials and resources related to Stage 3 learning activities.

[Personal Safety Unit](#)

[Personal Safety Plan Rubric](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	The Tweenage Years
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 6 Health Education
<b>Length/Dates:</b>	2-3 Lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit is designed to help students understand the social, emotional, and physical changes they will experience during puberty. They will also explore strategies for managing the emotional and social issues that some experience during puberty and for maintaining personal hygiene.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.2 SAAP 1.10.8 MEH 1.2.8, 1.5.8, 1.6.8, 1.8.8, 1.10.8, 1.12.8, 1.13.8 INF 2.1.8, 2.4.8 AI 3.1.8, 3.4.8 GS 6.2.8, 6.3.8, 6.4.8, 6.5.8 SM 7.2.8, 7.3.8, 7.4.8 AV 8.2.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Students will understand the growth &amp; development stages that occur during puberty.</li> </ul>
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What are the big picture understandings that are transferable across contexts, places, and times?

- Students will understand how to take care of their bodies with personal hygiene practices throughout puberty and beyond
- Students will understand who to go to with questions about puberty and/or personal hygiene.

**Essential Question(s):**  
These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How will my body change during puberty and why do these changes occur?
- How do I take care of myself during puberty?
- If I have questions related to this topic, who can I go to?

**What will students know...**  
Factual information, vocabulary and basic concepts related to each indicator

- Students will learn the physical, social and emotional changes that occur in boys & girls during puberty.
- Students will learn about various personal hygiene practices that can help them care for their body throughout puberty & beyond.
- Students will know where to turn for support during puberty.

**What will students be able to do...**  
Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Students will be able to identify the physical, social, and emotional changes boys & girls experience during puberty and their impact.
- Students will be able to create a daily personal hygiene plan that they can use to take care of their body throughout puberty & beyond.
- Students will be able to identify various resources for support from school & at home.

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will be responsible for creating a personal hygiene help guide for 5th grade students. This will include personal hygiene items 5th grade students will need as they experience puberty, as well as a morning/nightly routine.
- **Role:** Middle school student.
- **Audience:** 5th grade students.
- **Situation:** Each student has been asked to create a personal hygiene help guide for 5th graders that can be used daily, both in the morning and at night, to ensure that students are keeping their body's clean and healthy, especially during puberty.
- **Product/Performance/Purpose:** Students will produce a flipbook using Canva or Google Slides discussing their personal hygiene plan (including a shopping list for personal hygiene items) for the purpose of establishing daily self-care practices.
- **Standards and Criteria for Success:** Students will be assessed using a rubric that outlines the criteria for this project (*See below*).

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- [Puberty/Personal Hygiene Slides](#)
- [Puberty/Personal Hygiene Article](#)
- [Personal Hygiene Help Guide Project Rubric](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- [Personal Hygiene Help Guide Project Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

These will also be embedded below in the daily learning plan.

### Stage 3: Instructional Design

Learning Target:

Success Criteria:

<p>I can...</p> <ul style="list-style-type: none"> <li>• Understand what personal hygiene is and why it is important, especially during tweenage/puberty years.</li> <li>• Identify various personal hygiene practices that are necessary for overall health during tweenage years and beyond.</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>• Create a personal hygiene help guide that includes items needed and a daily/nightly routine that can be used to enhance personal health (applying deodorant, showering, washing face, brushing hair, etc.).</li> </ul>
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### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will introduce the unit with a slideshow & turn-and-talk discussions about personal hygiene practices.
- II. **Personal Hygiene Help Guide Project:** Students will produce a flipbook using Canva or Google Slides discussing their personal hygiene plan (including a shopping list for personal hygiene items) for the purpose of establishing daily self-care practices. The teacher will review the rubric with students before they begin working.
- III. **Gallery Walk:** After students have completed their projects, they will present their help guide flipbooks.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

[Personal Hygiene Help Guide Project Rubric](#) (Summative Assessment)

Learning Target:	Success Criteria:
<p>I can...</p> <ul style="list-style-type: none"> <li>• Understand the physical, social and emotional changes that occur in boys &amp; girls during puberty.</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>• Identify the physical, social, and emotional changes boys &amp; girls experience during puberty and their impact.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will review the topic of puberty utilizing a slideshow as a visual aid. Some of this information will be a review from what they have learned previously in 5th grade.
- II. **Article & Google Form:** Students will read a [Kids Health Article](#), which will provide them with information on the physical, social, & emotional changes they will experience during puberty. Once they finish the article, they will complete a Google Form as a formative assessment.
- III. **Q & A:** Students will be able to write down any questions they still have related to personal hygiene and/or puberty on an index card (anonymous). The teacher will read and answer the questions out loud to the class.
- IV. **Closure:**

### Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

[Puberty Google form](#)

## Resources

Any materials and resources related to Stage 3 learning activities.

[Puberty/Personal Hygiene Slides](#)

[Puberty Google Form](#) (Formative Assessment, Lesson #2)

 [Personal Hygiene Assignment](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	Tobacco, Nicotine, & Vaping Prevention
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 6 Health Education
<b>Length/Dates:</b>	2-3 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit of instruction, students will evaluate the similarities and differences of e-cigarettes and regular cigarettes, as well as why young adults may be pressured to use vaping devices in today's society. They will learn the negative health effects associated with all tobacco/nicotine products.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.5.8, 1.6.8, 1.9.8 INF 2.1.8, 2.4.8 AI 3.1.8, 3.4.8 IC 4.2.8 DM 5.1.8, 5.3.8, 5.5.8 SM 7.1.8, 7.2.8 AV 8.1.8, 8.2.8, 8.3.8, 8.4.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<b>Enduring Understanding(s):</b>	
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Month, Year

<p>What are the big picture understandings that are transferable across contexts, places, and times?</p>	<ol style="list-style-type: none"> <li>1. Students will understand the differences between e-cigarettes and cigarettes.</li> <li>2. Students will understand that e-cigarettes are just as harmful to your health as cigarettes, if not worse.</li> <li>3. Students will understand why young adults are using e-cigarettes/vaping in today's society.</li> </ol>
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<p><b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.</p>	<ol style="list-style-type: none"> <li>1. What are the differences between e-cigarettes and cigarettes?</li> <li>2. Why are e-cigarettes/vaping just as harmful as smoking cigarettes/tobacco?</li> <li>3. Why are teens using e-cigarettes/vapes in today's society?</li> </ol>
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<p><b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator</p>	<p><b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material</p>
<ol style="list-style-type: none"> <li>1. Students will learn how many young adults are using e-cigarettes and why they are trying it.</li> <li>2. Students will know the harmful effects associated with tobacco products and e-cigarettes.</li> <li>3. Students will learn refusal skills and exit strategies to help prevent e-cigarette use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will access current health information to identify the percentage of e-cigarette users in middle/high school.</li> <li>2. Students will identify reasons why teens may begin using e-cigarettes.</li> <li>3. Students will evaluate the harmful consequences of e-cigarette use through various hands-on activities.</li> <li>4. Students will develop, practice and demonstrate refusal skills to prevent e-cigarette use.</li> </ol>

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

<p><b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.</p>
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- **Goal:** Create an anti-vaping poster to warn pre-teens and teens about the negative health concerns associated with vaping and nicotine addiction.
- **Role:** Middle school student
- **Audience:** Other middle school students / teens.
- **Situation:** The students will act as if they were asked by their building principal to create a public service announcement (PSA) to display current facts/statistics regarding the negative impact that vaping has on a person's overall health. The PSA project will be in the form of a poster, which will be hung up around the school to warn other middle schoolers about the consequences of vaping.
- **Product/Performance/Purpose:** Create an anti-vaping poster to warn other middle school students and teens about the consequences of vaping/nicotine.
- **Standards and Criteria for Success:** Rubric provided below.

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Vaping and E-Cigarettes](#) → Unit Slideshow

[Tobacco / Nicotine Station Activities](#) → Google Form

[Vaping PSA Project Rubric](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Vaping PSA Project Rubric](#)

*Feedback will be provided to students on their own personal copy of the rubric.*

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

### Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Evaluate the negative health concerns associated with tobacco/nicotine products (cigarettes) and second hand smoke through various learning stations &amp; hands-on activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students can complete the tasks at each learning station, while filling out a google form with questions related to the activities at each station.</li> </ul>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><b>I. Introduction:</b> The teacher will begin the unit by briefly introducing the topics of tobacco (cigarettes), nicotine, and vaping (e-cigarettes). The teacher will show students a variety of recent statistics to emphasize that vaping/e-cigarette use is on the rise amongst middle school and high school students. The teacher will tell students that today's lesson will focus on the negative health concerns associated with tobacco use, specifically cigarettes and chewing tobacco.</p> <p><b>II. Tobacco / Nicotine Learning Stations:</b> Students will work in small groups to complete 6 different station activities (See Google Form below for specific instructions for each station). While at each station, students will complete questions on a google form to demonstrate their understanding of the information. Students will spend about 5 minutes at each station and rotate to all 6 prior to the end of the class period.</p> <p><b>III. Closure:</b> Prior to dismissal, the teacher will briefly review the information that was presented at each of the stations and ask students to share what information was most surprising to them. Then, the teacher will tell students that the next lesson will focus on vaping/e-cigarettes.</p>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<p><b>I. Formative Assessment:</b> The Google Form that students complete during this lesson will serve as a formative assessment. The teacher will review student responses to check for understanding.</p>	

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Evaluate the negative health concerns associated with vaping/e-cigarettes.</li> <li>Analyze influences that make vaping enticing to teens in today's society.</li> </ul>	<ul style="list-style-type: none"> <li>Students can create an anti-vaping poster to display how vaping can negatively impact a person's overall health.</li> <li>Students can identify several factors that may influence a teen's decision to use vaping products in today's society.</li> </ul>

Month, Year

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will introduce the topic of vaping / e-cigarettes by reviewing a slideshow (see resources below) that includes information and videos on vaping products. Then, the teacher will facilitate a brief discussion amongst the class to identify some factors that influence a teen's decision to try vaping in today's society.
- II. **Vaping PSA Project:** Students will use a variety of resources (provided by teacher) to research information regarding the negative impacts of vaping, as well as recent statistics related to vaping use amongst teens. Then, students will create an anti-vaping poster that includes at least 3 facts related to the consequences of vaping to warn middle schoolers / teens about this topic. The rubric below will be utilized to evaluate student performance and provide feedback.
- III. **Closure**

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- I. **Summative Assessment:** The anti-vaping poster will be utilized to assess students' understanding of the negative health consequences associated with vaping / e-cigarette use. The rubric below outlines how students' performance will be evaluated.

## Resources

Any materials and resources related to Stage 3 learning activities.

[Vaping and E-Cigarettes](#) → Unit Slideshow

[Vaping PSA Project Rubric](#)

## Stage 1: Desired Results

<b>Unit Overview</b>	
<b>Unit Title:</b>	Say What? (Communication Styles)
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 7 Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on communication styles and skills students will need to employ during their lives to foster positive interrelationships. It explores how communication styles can influence emotions, attitudes, and actions. Through collaborative role play, students will create a skit that focuses on identifying the three types of communication styles: passive, aggressive, and assertive. They will also include and identify at least two types of nonverbal communication skills (e.g., eye contact).

### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

HR 1.1.8, 1.5.8  
VP 1.5.8  
HEPA 1.3.8, 1.9.8  
IC 4.1.8, 4.4.8, 4.6.8  
AV 8.2.8

### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

1. Students will understand why effective communication is important to their everyday life.
2. Students will understand the three types of communication styles (passive, aggressive, assertive) and which is most effective.
3. Students will understand what attributes one must exhibit to have and maintain effective communication skills.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. Why is communication an important skill to have in your everyday life?
2. What are the three types of communication styles and which is the most effective?
3. What qualities or attributes define effective communication skills?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<ol style="list-style-type: none"> <li>1. Students will know how to identify the differences among the three communication styles.</li> <li>2. Students will know the impact of nonverbal communication and the various forms it takes (i.e., eye movement, hugging, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify what type of communication style is being used in various situations/scenarios.</li> <li>2. Students will demonstrate nonverbal communication skills to achieve positive interactions.</li> </ol>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

**“Hey you!”**

#### Performance Task

##### Goal:

In small-groups, students will construct a skit that demonstrates all three types of communication styles. The skits must include at least two nonverbal communication skills as well.

##### Role:

You are one among a group of 7th graders at school.

##### Audience:

A grade 7 class.

##### Situation:

Imagine an entire grade 7 class viewing student interactions via the school's cameras/microphones. This class observes your group's role playing a situation that involves health-related peer issues.

**Product/Performance and Purpose:**

Each group presents their skit demonstrating all three styles of communication as well as nonverbal communication skills. The group is assessed via a rubric that reflects a clear understanding of communication styles and skills. After each group performs their skit, the observing class must determine which student was utilizing each of the communication styles (aggressive, assertive, passive) and which was most effective in handling the situation/scenario at hand.

**Teacher-Provided Scenarios:**

1. A group of friends are sitting on a mall bench as people pass by. One friend has a tendency to say something that ridicules a person (based on dress, body type, mannerisms, etc.) as that person walks by. Another friend decides to speak up about the importance of kindness and acceptance of others, while the other sits back and takes a more passive role. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
2. A group of students is working on a project together in school. One student has not completed their part of the project, which is causing the group to fall behind. The project is due tomorrow. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
3. A group of friends is walking down a street in their neighborhood when a teenager with a skateboard comes flying by with no helmet. Shortly after, the group of friends notices that the teenager fell off their bike and has suffered from minor injuries. The friends must determine what to do to help the teenager who has fallen off their bike. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
4. One of your friends is trying to convince you and your other friends to steal your older sibling's vaping device. Each friend takes a different role in handling the situation... In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
5. While sitting around the lunch table, one of your friends claims that their parents will be away this weekend and they were thinking about throwing a party. You and some of your other friends chime in, expressing what they think of this idea... In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
6. While walking around at the local fair, one of your friends dares you to jump off the dumpsters as a joke. You know that this is dangerous and can result in you getting into trouble. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Communication Unit Slideshow](#)

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Say What? Rubric](#)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

## Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

**Communication Styles Exit Slip** - At the end of Lesson 1, students will respond to the following questions to check for understanding of the 3 communication styles taught (aggressive, assertive, passive):

1. Yelling and using threatening language is an example of what style of communication?
2. This style of communication avoids expressing feelings and is often apologetic in nature.
3. \_\_\_\_\_ is the most effective style of communication because it is direct, non-threatening, and involves positive language.

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>• Identify characteristics of effective communication.</li><li>• Explain why communication is important in everyday life.</li><li>• Identify and differentiate between three styles of communication (aggressive, passive, assertive).</li></ul>	<ul style="list-style-type: none"><li>• Students can list several characteristics that describe effective communication</li><li>• Students can brainstorm and list multiple reasons why communication skills are important to our everyday lives</li><li>• Students can differentiate between the three communication styles taught on an exit ticket provided at the end of the lesson</li></ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Effective Communication Brainstorming:** Students will work in groups of 4 to brainstorm ideas on what effective communication looks like, feels like, and sounds like. They will record their ideas on sticky notes. Students will be encouraged to come up with **3 characteristics** for each sticky note. Once they are finished brainstorming, they will bring their sticky notes to the whiteboard and place them in the appropriate section (labeled looks like, sounds like, feels like).  
*\* Once all groups have finished, the class will discuss the characteristics on the board \**
- II. **Communication Styles Chart:** Students will work independently to review slides 7-9 on the teacher's slideshow. These slides discuss the three different styles of communication, which include aggressive, assertive, and passive. While students are reviewing these slides, they will complete a compare-contrast chart that will allow them to differentiate between each of the different communication styles. The teacher will briefly review the information once students have completed the chart.
- III. **Video Clip:** The teacher will show the class a variety of brief video clips, which display the different communication styles. Throughout this activity, the teacher will stop the video and ask the students to identify which communication style(s) the characters are exhibiting.
- IV. **Exit Slip:** Before the end of the class period, the teacher will have students complete an exit slip to check for their understanding of the 3 communication styles covered during the lesson. The exit slip will include the following questions:
  1. Yelling and using threatening language is an example of what style of communication?
  2. This style of communication avoids expressing feelings and is often apologetic in nature.
  3. \_\_\_\_\_ is the most effective style of communication because it is direct, non-threatening, and involves positive language.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

- Exit Slip:** Before the end of the class period, the teacher will have students complete an exit slip to check for their understanding of the 3 communication styles covered during the lesson. The exit slip will include the following questions:
4. Yelling and using threatening language is an example of what style of communication?
  5. This style of communication avoids expressing feelings and is often apologetic in nature.
  6. \_\_\_\_\_ is the most effective style of communication because it is direct, non-threatening, and involves positive language.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Collaborate with peers in small groups to create a skit that demonstrates the 3</li> </ul>	<ul style="list-style-type: none"> <li>● Students can share ideas and cooperate successfully with group members to construct a script for a skit.</li> </ul>

communication styles (aggressive, assertive, passive).

- Students can perform a short skit based on a teacher-provided scenario.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will briefly review the 3 communication styles, which were taught in the previous lesson (passive, assertive, aggressive) and check for student understanding.
- II. **“Hey You!” Performance Task:** The teacher will divide students into groups of 3-4 and provide each group with a real-world scenario. Students will work together to construct a skit (with a script) that includes examples of all 3 communication styles. Once they have completed and practiced their skits, all groups will present to the class. Students will try to guess which communication style each student is using during presentations.
- III. **Closure**

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Summative Assessment:** Students will construct a skit that includes all 3 communication styles taught during this unit as a summative assessment. Students will be assessed with a rubric, which can be found below.

### Resources

Any materials and resources related to Stage 3 learning activities.

[Say What? Rubric](#)

[Communication Unit Slideshow](#)

[Communication Styles Chart](#)

Unit Overview	
Unit Title:	Cyberbullying
Teacher:	Kolesnik & Brown
Grade Level/Course:	7th Grade Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn about the harmful effects of cyberbullying and how it can impact an individual's physical, mental, and social health. They will practice the skill of advocacy while creating a cyberbullying public service announcement (PSA) in the form of an informational poster.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.5.8, 1.12.8, 1.13.8 VP 1.7.8 SH 1.12.8 SAAP 1.10.8 MEH 1.9.8, 1.17.8 AI 3.4.8 SM 7.1.8 AV 8.2.8, 8.3.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> <li>● Students will understand what cyberbullying is and how it differs from other forms of bullying.</li> <li>● Students will understand how cyberbullying can impact an individual's physical, mental, &amp; social wellbeing.</li> <li>● Students will understand what to do and who to go to if they (or someone they know) are experiencing cyberbullying.</li> <li>● Students will understand how to advocate against cyberbullying inside and outside of school.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● What is cyberbullying and how is it different from other forms of bullying?</li> <li>● How can cyberbullying affect a person's physical, mental, &amp; social wellbeing?</li> <li>● Who can I go to if I am experiencing cyberbullying?</li> <li>● How can I advocate against cyberbullying?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ol style="list-style-type: none"> <li>1. Students will know what cyberbullying is.</li> <li>2. Students will know several ways that cyberbullying impacts a person's physical, mental, &amp; social health.</li> <li>3. Students will know what to do/who to go to if they are experiencing cyberbullying.</li> <li>4. Students will know how to advocate against cyberbullying.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to define cyberbullying.</li> <li>2. Students will be able to identify several ways that cyberbullying impacts a person's physical, mental, &amp; social health.</li> <li>3. Students will be able to identify various people/places to go to in order to report cyberbullying.</li> <li>4. Students will be able to create a PSA project to help advocate against cyberbullying.</li> </ol>

**Stage 2: Evidence of Student Learning**

## Performance Tasks

### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** The goal of this performance task is for students to address the issue of cyberbullying by creating a Public Service Announcement (PSA) in the form of a poster or brochure. The PSA must include the definition of cyberbullying, warning signs, harmful health effects, current statistics, and resources for help.
- **Role:** Your role is a middle school student who is trying to inform & advocate against cyberbullying.
- **Audience:** Your audience is other middle school students.
- **Situation:** “You have been given the task of creating a PSA (poster or brochure) to inform & advocate against cyberbullying. Your PSA will be displayed in and around your middle school. Your PSA must include the definition of cyberbullying, warning signs, harmful effects, current statistics, and resources for help.”
- **Product/Performance/Purpose:** The end product of this task is a handwritten or electronic poster or brochure (PSA).
- **Standards and Criteria for Success:** Students will be assessed using the Cyberbullying PSA Project Rubric (*see below*).

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Cyberbullying Unit Slides](#)

[Cyberbullying PSA Project Outline](#)

[Cyberbullying PSA Project Rubric](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Cyberbullying PSA Project Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

[Cyberbullying PSA Project Outline](#)

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>Understand what cyberbullying is &amp; how it can impact an individual's physical, mental, &amp; social health.</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>Define cyberbullying &amp; list examples of it.</li> <li>Explain how cyberbullying affects physical, mental, &amp; social health.</li> <li>Identify resources for help regarding cyberbullying issues inside &amp; outside of school.</li> </ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"> <li><b>I. Introduction/Class Discussion:</b> The teacher will introduce the topic of cyberbullying with a class discussion. Then, she will show the class a video that displays several different cyberbullying scenarios. Finally, she will go over slides on current statistics related to cyberbullying amongst teens.</li> <li><b>II. Cyberbullying PSA Project Outline:</b> Students will utilize multiple online resources to research information on cyberbullying (definition, warning signs, harmful health effects, statistics, &amp; resources for help). This information will be used to fill out a project outline.</li> <li><b>III. Closure:</b> The teacher will conclude the lesson by reviewing the information taught during this lesson. She will tell the students that they will use their project outline to begin working on a project next class.</li> </ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
<ul style="list-style-type: none"> <li><a href="#">Cyberbullying PSA Project Outline</a> (Formative Assessment)</li> </ul>	

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>Understand how to advocate against cyberbullying inside &amp; outside of school.</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>Create a Cyberbullying PSA Project (brochure or poster) that includes the definition of cyberbullying, warning signs, harmful effects, current statistics, &amp; resources for help).</li> </ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"> <li><b>I. Introduction:</b> The teacher will review the information taught in the previous lesson. Then, she will go over the directions and rubric for the Cyberbullying PSA Project before students begin working on their projects.</li> <li><b>II. Cyberbullying PSA Project:</b> Students will use their project outlines from the previous lesson to work on a PSA project, which will be in the form of a brochure or poster</li> </ol>	

(handwritten or electronic). Once completed, students will use the project rubric to self-assess.

- III. Closure:** The teacher will close out the lesson by having students discuss (turn & talk / class discussion) their greatest takeaways from this unit. Then, she will tell students that they will begin next class with a gallery walk activity, where they will be able to walk around and see other students' PSA projects.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Cyberbullying PSA Project Rubric](#) **(Summative Assessment)**

### Resources

Any materials and resources related to Stage 3 learning activities.

[Cyberbullying Unit Slides](#)

[Cyberbullying PSA Project Outline](#) - helpful links embedded in this assignment

[Cyberbullying PSA Project Rubric](#)

understandings that are transferable across contexts, places, and times?

- Students will differentiate between facts and misconceptions surrounding the topic of marijuana.
- Students will understand the physical, mental, and social health effects of marijuana use, especially in the teenage years.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What is marijuana and how do people use it (recreational vs. medical)?
- What are the facts about marijuana versus misconceptions/myths?
- How does marijuana impact me as a teen regarding my physical, mental, and social health?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

*Students will know...*

- What marijuana/cannabis is
- The difference between recreational and medical use of marijuana
- The difference between CBD & THC products
- How marijuana impacts a teens' physical, mental, & social health

*Students will be able to...*

- Define what marijuana/cannabis is
- Explain the difference between recreational use and medical use
- Differentiate between CBD products and THC products that are sold in society
- Understand the health concerns associated with marijuana use, especially for teens (physical, mental, social health)

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

**Marijuana Legalization Fishbowl Discussion**

- **Goal:** Students will conduct research using reliable sources on the pros and cons associated with marijuana legalization. They will need to have multiple pieces of evidence for each side in order to participate in the fishbowl discussion.
- **Role:** Students will act as state representatives who are reviewing the laws on the legalization of marijuana. Students will conduct research to find evidence for the pros and cons, as they will not know which side they are defending until the day of the fishbowl discussion.
- **Audience:** State lawmakers.
- **Situation:** Students will be acting as state representatives who are reviewing the laws on marijuana legalization. They will discuss the pros and cons associated with marijuana legalization to come to a conclusion on this societal issue.
- **Product/Performance/Purpose:** Students will present their research/evidence during the fishbowl discussion.
- **Standards and Criteria for Success:** [Marijuana legalization fishbowl discussion rubric.](#)

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

☰ Marijuana Legalization Fishbowl Discussion Rubric

<https://kidshealth.org/en/teens/marijuana.html>

<https://marijuana.procon.org/>

<https://publichealth.jhu.edu/2023/risks-and-benefits-of-legalized-cannabis>

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

☰ Marijuana Legalization Fishbowl Discussion Rubric

☰ Marijuana / Cannabis Legalization Research

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

### Exit Ticket Questions (Lesson #1)

<b>Unit Overview</b>	
<b>Unit Title:</b>	Drug Research
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	7th Grade Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit allows students to conduct research on the pros and cons of marijuana legalization in society. Students will understand the facts vs. misconceptions about the substance and create an argument regarding the issue of marijuana legalization. They will also understand the various health concerns associated with this substance, especially amongst teens.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.4.8, 1.6.8, 1.7.8, 1.9.8 HR 1.3.8 INF 2.3.8, 2.4.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p><b>Citizenship Transdisciplinary Goal</b> Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.</p>

<b>Enduring Understanding(s):</b> What are the big picture	<ul style="list-style-type: none"> <li>Students will understand what marijuana is and how it is used in our society (recreational vs medical use).</li> </ul>
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understandings that are transferable across contexts, places, and times?

- Students will differentiate between facts and misconceptions surrounding the topic of marijuana.
- Students will understand the physical, mental, and social health effects of marijuana use, especially in the teenage years.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What is marijuana and how do people use it (recreational vs. medical)?
- What are the facts about marijuana versus misconceptions/myths?
- How does marijuana impact me as a teen regarding my physical, mental, and social health?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

*Students will know...*

- What marijuana/cannabis is
- The difference between recreational and medical use of marijuana
- The difference between CBD & THC products
- How marijuana impacts a teens' physical, mental, & social health

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

*Students will be able to...*

- Define what marijuana/cannabis is
- Explain the difference between recreational use and medical use
- Differentiate between CBD products and THC products that are sold in society
- Understand the health concerns associated with marijuana use, especially for teens (physical, mental, social health)

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

**Marijuana Legalization Fishbowl Discussion**

- **Goal:** Students will conduct research using reliable sources on the pros and cons associated with marijuana legalization. They will need to have multiple pieces of evidence for each side in order to participate in the fishbowl discussion.
- **Role:** Students will act as state representatives who are reviewing the laws on the legalization of marijuana. Students will conduct research to find evidence for the pros and cons, as they will not know which side they are defending until the day of the fishbowl discussion.
- **Audience:** State lawmakers.
- **Situation:** Students will be acting as state representatives who are reviewing the laws on marijuana legalization. They will discuss the pros and cons associated with marijuana legalization to come to a conclusion on this societal issue.
- **Product/Performance/Purpose:** Students will present their research/evidence during the fishbowl discussion.
- **Standards and Criteria for Success:** [Marijuana legalization fishbowl discussion rubric](#).

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

☰ Marijuana Legalization Fishbowl Discussion Rubric

<https://kidshealth.org/en/teens/marijuana.html>

<https://marijuana.procon.org/>

<https://publichealth.jhu.edu/2023/risks-and-benefits-of-legalized-cannabis>

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

☰ Marijuana Legalization Fishbowl Discussion Rubric

☰ Marijuana / Cannabis Legalization Research

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

### Exit Ticket Questions (Lesson #1)

1. Explain what marijuana is in your own words.
2. What is the difference between recreational & medical marijuana use?
3. What is one NEW fact or piece of information you learned during your research today? Why was that interesting to you?
4. What is a question you still have about marijuana after today's lesson?

### Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"> <li>• Understand what marijuana is and the difference between recreational &amp; medical use.</li> <li>• Understand the various pros/cons associated with marijuana legalization.</li> </ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Explain what marijuana is (where it comes from) and differentiate between the ways in which it is used in society (recreational vs. medical)</li> <li>• Research &amp; provide evidence for pros/cons associated with marijuana legalization</li> </ul>
Learning Activities	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"> <li>I. <b>Lesson Introduction:</b> The teacher will introduce the new unit by having a discussion with students about marijuana. She will have students turn &amp; talk about what they already know about marijuana.</li> <li>II. <b>Legalization Research:</b> Students will utilize reliable sources to research the pros/cons associated with marijuana legalization. They must find multiple pieces of evidence for BOTH sides in order to participate in the fishbowl discussion next class.</li> <li>III. <b>Closure / Exit Ticket Questions:</b> See <i>exit ticket questions below</i>.</li> </ol>	
Assessment	
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Exit Ticket Questions (Formative):	
<ol style="list-style-type: none"> <li>1. Explain what marijuana is in your own words.</li> <li>2. What is the difference between recreational &amp; medical marijuana use?</li> <li>3. What is one NEW fact or piece of information you learned during your research today? Why was that interesting to you?</li> <li>4. What is a question you still have about marijuana after today's lesson?</li> </ol>	
<a href="#">Legalization Research (Summative)</a>	

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>• Understand the various pros/cons associated with marijuana legalization.</li> <li>• Utilize research/evidence to defend a side in a large group discussion.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Participate in a fishbowl discussion to defend their side regarding the issue of marijuana legalization using multiple pieces of evidence as support (pros/cons)</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Marijuana Legalization Fishbowl Discussion Activity:** Students will be randomly assigned to two groups (pros or cons). Once assigned a group, students will use the research they gathered from the previous class to discuss/defend their side. Students will use multiple sources of evidence in their discussion. They will take turns voicing their side and listening to their peers.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

 [Marijuana Legalization Fishbowl Discussion Rubric](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

See resources above.

<b>Unit Overview</b>	
<b>Unit Title:</b>	Erin's Law
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 7 Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This is a continuation from a 6th grade unit that focuses on personal safety. After a class discussion about Erin's law, students will be responsible for responding to scenarios that will require strategies that entail outside resources for help.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p><b>Connecticut Goals &amp; Standards for Health Education</b></p> <ul style="list-style-type: none"> <li>● <b>HR</b> 1.3.8, 1.4.8, 1.6.8, 1.7.8, 1.11.8</li> <li>● <b>SAAP</b> 1.5.8, 1.6.8, 1.7.8, 1.8.8, 1.9.8, 1.11.8</li> <li>● <b>CORE CONCEPTS</b> <ul style="list-style-type: none"> <li>○ Use and evaluate appropriate strategies to promote well-being, delay onset and reduce the risks of potential health problems during adulthood.</li> </ul> </li> <li>● <b>SELF-MANAGEMENT</b> <ul style="list-style-type: none"> <li>○ Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community.</li> </ul> </li> <li>● <b>INTERPERSONAL COMMUNICATION</b> <ul style="list-style-type: none"> <li>○ Compare and contrast skills for communicating effectively with family, peers, and others.</li> </ul> </li> </ul>

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

**Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand...

- The origin and rationale behind Erin's Law.
- How to recognize unsafe situations. (safe vs. unsafe touch)
- Who / where to go to if an unsafe situation arises (resources for help).

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What is Erin's Law and why was it created?
- What are some characteristics / examples of unsafe situations?
- Who or where can you turn if you or someone you know is in danger?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Students will know how to...

- Explain what Erin's Law is.
- Identify a variety of self-protection strategies
- Identify multiple resources for help in dangerous situations

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students will be able to...

- Differentiate between safe and unsafe situations
- Respond to real-world scenarios regarding personal safety

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

Performance Task

**Goal:** Students will be able to recognize unsafe situations and how to respond to them utilizing self-protection strategies.

**Role:** You are a grade 7 student. The school psychologist has entered health class to present on Erin's Law.

**Audience:** Middle school students.

**Situation:** Your school psychologist is trying to promote personal safety amongst the students at your middle school. You have been asked to respond to specific scenarios using the self-protection strategies you have learned throughout this unit.

**Product/Performance and Purpose:** Students will collaborate with peers in a small group setting to complete his/her scenario organizer. Students will be assessed using a rubric.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Erin's Law Website](#)

[Erin's Law Unit Slideshow](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Erin's Law Rubric](#)

#### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

#### Assessment Evidence

Month, Year

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

### Exit Slip Questions:

1. In your own words, describe what Erin's Law is and how you can apply it to your everyday life (in school & outside of school).
2. What is the difference between safe touch and unsafe touch?
3. Who / where can you go to for help if you or someone you know is in a dangerous situation? (List 3 resources)

### Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<i>Students will be able to...</i> <ul style="list-style-type: none"><li>• Explain what Erin's Law is and why it was created.</li><li>• Differentiate between safe &amp; unsafe touch.</li><li>• Identify multiple resources for help.</li></ul>	<i>Students can...</i> <ul style="list-style-type: none"><li>• Define Erin's Law.</li><li>• Compare &amp; contrast the differences between safe touch and unsafe touch.</li><li>• List at least 3 resources for help.</li></ul>
<b>Learning Activities</b> <p>What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<ol style="list-style-type: none"><li><b>I. Introduction of Erin's Law:</b> Students will discuss in small groups what they remember about personal safety from grade 6 health education. Then, the teacher will introduce Erin's Law and show the class a brief video on the origin of this law.</li><li><b>II. Discussion:</b> The teacher will facilitate a class discussion on the following topics...<ol style="list-style-type: none"><li>A. What is the difference between safe and unsafe touch?</li><li>B. What are self-protection strategies you can use to keep yourself safe?</li><li>C. Who / where can you go to if you or a friend is in a dangerous situation? (ie. resources for help)</li></ol></li><li><b>III. Consent Activity:</b> The teacher will lead the class through an activity regarding the importance of consent (no means no).</li></ol>	
<b>Assessment</b> <p>List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)</p>	
<b>Exit Slip Questions:</b>	

4. In your own words, describe what Erin's Law is and how you can apply it to your everyday life (in school & outside of school).
5. What is the difference between safe touch and unsafe touch?
6. Who / where can you go to for help if you or someone you know is in a dangerous situation? (List 3 resources)

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Utilize self-protection strategies to respond to various real-world scenarios regarding personal safety.</li> </ul>	<p><i>Students can...</i></p> <ul style="list-style-type: none"> <li>• Respond to real-world scenarios effectively by providing multiple self-protection strategies that can be used.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Turn & Talk Discussions:** Students will discuss what Erin's Law is and why it was created with the person next to them, which will lead to a brief class discussion to review information from the previous lesson.
- II. **Review of Self-Protection Strategies:** The teacher will briefly review information about self-protection strategies, which were also taught in the previous lesson.
- III. **Real-World Scenarios:** Students will work in small groups (3-4) to come up with solutions to a real-world scenario regarding an unsafe situation. They will use the self-protection strategies to respond to the scenarios.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Erin's Law Rubric](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

[Erin's Law Website](#)

[Erin's Law Unit Slideshow](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	First Aid & CPR
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	7th Grade Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	During this unit, students will demonstrate the skills necessary to provide basic First Aid, CPR (hands-only), and the Heimlich Maneuver. They will also learn the steps to effectively respond to various emergency situations.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
SIP 1.1.8, 1.3.8 DM 5.1.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture	<ul style="list-style-type: none"> <li>Students will understand the steps for treating minor wounds, such as lacerations, abrasions, &amp; punctures.</li> </ul>
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understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> <li>● Students will understand how to perform hands-only CPR, as well as when CPR is necessary.</li> <li>● Students will understand the steps for performing the Heimlich Maneuver, as well as when this would be used to help an individual.</li> <li>● Students will understand how to respond in an emergency situation (check, call, care).</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● What are the steps for treating a laceration, abrasion, &amp; puncture wound?</li> <li>● How do you respond to a situation in which an individual is unconscious?</li> <li>● How do you respond to a situation in which an individual is choking?</li> <li>● What are the steps for responding to emergency situations?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>● The steps for treating a laceration, abrasion, &amp; puncture wound.</li> <li>● What items are important to include in a first aid kit for treating minor wounds, such as cuts, scrapes, burns, &amp; punctures.</li> <li>● When CPR is necessary &amp; how to perform the skill (hands-only)</li> <li>● When the Heimlich Maneuver is necessary and how to perform the skill</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>● Identify the steps for treating a laceration, abrasion, &amp; puncture wound.</li> <li>● Create a first aid kit that includes at least 5 items necessary for treating these minor wounds (peroxide, bandages, gloves, gauze pads, antibacterial ointment, etc.)</li> <li>● Perform hands-only CPR using proper hand placement &amp; compression pace</li> <li>● Perform the Heimlich Maneuver using proper hand placement &amp; technique</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
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- **Goal:** Students will create their own personal first aid kit (electronically) that includes the necessary items used to treat minor wounds, such as lacerations, abrasions, burns, & punctures. They will include pictures and labels for each item they choose to include in their first aid kit.
- **Role:** Middle school student.
- **Audience:** Individuals of all ages who may experience a minor wound.
- **Situation:** :”You have been given the task of creating a first aid kit to keep in your backpack in case you, or someone you know, experiences a minor wound (laceration, abrasion, burn, puncture). Your first aid kit must include pictures and labels of at least 5 items.
- **Product/Performance/Purpose:** The end product will be an electronic version of a first aid kit, which will be created on a google slide or on Canva.com.
- **Standards and Criteria for Success:** Students will be assessed using the First Aid Kit Project Rubric (*see below*).

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[First Aid Lesson Slides](#)

[First Aid Kit Project Rubric](#)

[CPR/Heimlich Maneuver Slides](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[First Aid Kit Project Rubric](#) (Lesson 1)

[First Aid Review](#) (Do Now - Lesson 2)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- **First Aid Kit Project** (Summative)
- **First Aid Review** (Formative)

### Stage 3: Instructional Design

Learning Target:	Relevance:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>Understand how to apply basic first aid skills to treat laceration, abrasion, &amp; puncture wounds.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding basic first aid skills allows an individual to help themselves, as well as others, in situations where a minor injury is present.</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>Create a first aid kit that includes the items necessary for treating laceration, abrasion, &amp; puncture wounds.</li> </ul>

#### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. Introduction:** The teacher will begin class by explaining that basic first aid skills are essential because they can be used to help yourself, or the people you care about, if a minor injury occurs. She will tell students that they will learn the steps for treating lacerations, abrasions, & puncture wounds today and that they will be creating their own virtual first aid kits.
- II. First Aid Slides:** The teacher will review the [First Aid Slides](#) with students, which will include turn & talk opportunities & class-wide discussion.
- III. First Aid Kit Project:** After learning about how to treat minor wounds (lacerations, abrasions, punctures), students will create a virtual first aid kit, using google slides or canva, that includes the necessary items for treating such wounds. Students must have at least 5 items in their first aid kit.
- IV. Closure:** The teacher will close out the lesson by explaining to students that they will learn the steps for performing hands-only CPR & the Heimlich Maneuver next class.

#### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- [First Aid Kit Project](#) (Summative)

Learning Target:	Relevance:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>Understand when &amp; how to perform hands-only CPR</li> <li>Understand when &amp; how to perform the Heimlich Maneuver</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to perform skills, such as hands-only CPR &amp; the Heimlich Maneuver is invaluable, as both can help save a person's life in an emergency situation!</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>Perform hands-only CPR using proper hand placement &amp; compression pace on a manikin</li> <li>Perform the steps of the Heimlich Maneuver</li> </ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will review the content/skills taught in the previous lesson on first aid. Then, she will explain that the focus of today's lesson will be on emergency, life-threatening situations, such as how to perform hand-only CPR & the Heimlich Maneuver.
- II. **[CPR & Heimlich Maneuver Slides](#):** The teacher will review the CPR & Heimlich Maneuver Slides with students, explaining when/how to perform CPR and when/how to perform the Heimlich Maneuver (on yourself & others).
- III. **Skill Practice:** The teacher will take 4 students at a time to practice hands-only CPR on 2 different manikins. Students will be provided feedback on their hand placement, technique, & compression pace to ensure that they are performing the skill correctly. Students will also learn their responsibilities as a responder (check, call, care). While students are performing the skill, the teacher will be assessing them using the hands-only CPR skill checklist (see *below*).
- IV. **Closure:** The teacher will close out the lesson by reviewing the content/skills taught in today's lesson. She will provide overall feedback as necessary based on what was observed during the skill practice and perform a verbal check for understanding.

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- **[First Aid Review](#)** (Formative)
- **[Hands-Only CPR Skill Checklist](#)** (Formative)

## Resources

Any materials and resources related to Stage 3 learning activities.

*See embedded links above.*

Unit Overview	
<b>Unit Title:</b>	Mental & Emotional Health Disorders
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	7th Grade Health Education
<b>Length/Dates:</b>	3 Lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on lessons that will help students understand how to identify and seek help for mental and emotional disorders. After instruction and discussion about mental and emotional health, students will work collaboratively to research and create a presentation that can be used to teach their peers about a specific mental health disorder.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.1.8, 1.2.8, 1.5.8, 1.9.8 HEPA 1.2.8, 1.6.8, 1.7.8 OWDP 1.3.8 MEH 1.3.8, 1.4.8, 1.5.8, 1.9.8, 1.11.8, 1.13.8, 1.14.8, 1.17.8 AI 3.2.8, 3.4.8 DM 5.1.8, 5.2.8, 5.7.8 GS 6.5.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> <li>● Students will understand various mental and emotional disorders.</li> <li>● Students will understand how mental and emotional disorders affect overall health.</li> <li>● Students will understand how to seek help and learn strategies to improve various mental and emotional disorders.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● What are mental/emotional disorders?</li> <li>● How do mental/emotional disorders affect an individual's life and overall health?</li> <li>● Who can I go to if I am experiencing symptoms of a mental/emotional disorder and what are my treatment options?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Students will know the characteristics of different mental/emotional disorders.</li> <li>● Students will learn strategies to cope with certain mental/emotional disorders.</li> <li>● Students will identify resources and methods that can be used to treat mental/emotional disorders.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Identify a variety of mental/emotional disorders and their impact on individuals.</li> <li>● Identify treatment strategies for mental/emotional disorders.</li> <li>● Identify resources for help with mental/emotional disorders</li> <li>● Utilize reputable online resources to seek more information regarding mental/emotional disorders</li> </ul>

**Stage 2: Evidence of Student Learning**

Month, Year

## Performance Tasks

### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** With a partner or small group, students will conduct research on a specific mental health disorder to identify the definition, signs/symptoms, interesting facts/statistics, and treatment options for their assigned disorder. Students will organize their information in a slideshow format to teach their peers about their assigned disorder.
- **Role:** Students will act as if they are health professionals teaching middle school students about specific mental health disorders.
- **Audience:** The audience will be middle school students seeking more information on mental/emotional disorders.
- **Situation:** Students will be asked to act as if they are a health professional working in the field of mental/emotional health. They will utilize reputable online sources to research information about their assigned disorder and create a slideshow presentation to inform the audience (their peers) about their assigned disorder and its effect on everyday life / overall health.
- **Product/Performance/Purpose:** Students will create a slideshow presentation based on the criteria outlined in the rubric, as well as any other information they find important to the topic, and teach their peers about their assigned disorder.
- **Standards and Criteria for Success:** See evaluation rubric below.

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Mental Health Disorders Unit Slides](#)

[Mental Health Disorders Project Rubric](#)

<https://www.nih.gov/>

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Mental Health Disorders Project Rubric](#)

The rubric above will be utilized to evaluate student performance and provide feedback on the slideshow presentation project. Prior to submitting and presenting their project, students will self-assess with their partner(s) using the rubric and providing evidence of meeting the success criteria.

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Following student peer-teaching presentations, a quiz will be utilized to assess student learning of various mental health disorders.

[Mental Health Disorders Quiz](#)

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"><li>Understand what a mental/emotional health disorder is and how these disorders can affect an individuals' overall health/wellbeing</li></ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"><li>Explain what a mental/emotional health disorder is</li><li>Evaluate how mental health disorders can affect an individuals' wellbeing</li><li>Identify resources that can be used to find more information on mental health disorders.</li></ul>
Learning Activities	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"><li><b>I. Introduction (Direct Instruction):</b> The teacher will introduce the topic of mental/emotional disorders and their prevalence in society. He/she will define what mental health disorders are, provide examples, and explain how they can affect an individuals' wellbeing.</li><li><b>II. Mental Health Disorders Survey / Discussion:</b> Students will complete a survey based on a variety of misconceptions that exist surrounding mental health disorders. Then, the teacher will facilitate a class discussion based on the results of the survey.</li><li><b>III. Mental Health Disorders Project:</b> The teacher will split the class into small groups (2-3) and have students choose a mental health disorder to focus their project on. He/she will explain the criteria for the slideshow presentation project (<i>definition of disorder, signs/symptoms, interesting facts/statistics, and treatment options</i>). Then, students will begin conducting research on their assigned disorder. Students will get 1 full class period to complete their research and finalize their slideshow project. Then, after self-assessing their project, they will present their information to their peers during the following class period. Students in the audience will take guided notes throughout presentations.</li></ol>	
Assessment	
List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
Exit Ticket Questions:	
<ol style="list-style-type: none"><li>What are mental health disorders and how can they affect an individuals' overall health?</li><li>Provide THREE examples of mental health disorders.</li></ol>	

3. What is ONE new piece of information you learned today about mental health disorders?

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"><li>• Understand a variety of mental health disorders and how they can affect an individual's overall health.</li><li>• Understand the treatment options that exist for various mental health disorders.</li></ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>• Identify a variety of mental health disorders, as well as their signs/symptoms</li><li>• Explain how mental health disorders can impact an individuals' overall health</li><li>• Identify multiple treatment options that exist for mental health disorders, including therapy, medications, etc.</li></ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Peer Teaching Activity:** Students will take turns teaching one another about their assigned mental health disorders using their slideshow presentations as visual aid to display their research/information. The students in the audience will take guided notes to ensure that they are retaining the information being presented by their peers. Following presentations, students will complete a mental health disorders quiz to assess their understanding of various disorders.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- **Formative Assessment:** [Mental Health Disorders Quiz](#)
- **Summative Assessment:** [Mental Health Disorders Project Rubric](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

See rubrics and resources listed above.

<b>Unit Overview</b>	
<b>Unit Title:</b>	Non-Communicable Diseases
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 7 Health Education
<b>Length/Dates:</b>	2-3 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit will focus on non-communicable diseases / chronic diseases. Students will research information and learn from their peers about the prevalence of various diseases as well as prevention and treatment methods.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
SH 1.2.8, 1.6.8 OWDP 1.1.8, 1.2.8, 1.4.8, 1.5.8 GS 6.2.8 SM 7.2.8 AV 8.1.8, 8.2.8, 8.4.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b>	Students will understand... <ul style="list-style-type: none"> <li>What a non-communicable disease is, as well as examples of them.</li> </ul>
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Month, Year

<p>What are the big picture understandings that are transferable across contexts, places, and times?</p>	<ul style="list-style-type: none"> <li>● How to prevent &amp; treat various non-communicable diseases.</li> <li>● The influence of lifestyle choices on reducing risk of non-communicable diseases (nutrition, physical activity, avoiding smoking / alcohol, etc.)</li> <li>● How to access valid health information regarding non-communicable diseases (ie. CDC.gov)</li> </ul>
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<p><b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.</p>	<ul style="list-style-type: none"> <li>● What is a non-communicable disease and what are some examples of this type of disease?</li> <li>● How can I prevent/treat certain non-communicable diseases?</li> <li>● How can lifestyle choices impact a person’s risk for developing a non-communicable disease?</li> <li>● Where can I go to find valid information on non-communicable diseases?</li> </ul>
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<p><b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator</p>	<p><b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material</p>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● The definition of a non-communicable disease</li> <li>● Examples of non-communicable diseases</li> <li>● Lifestyle choices that can increase a persons’ risk of disease</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Research and present information on a non-communicable disease to their peers (prevalence, symptoms, prevention, treatment)</li> <li>● Explain various examples of non-communicable diseases based on what they learn from their peers</li> <li>● Access valid health information on disease prevention utilizing the CDC website</li> </ul>

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence**  
What will the student produce? Use the GRASPS model below to design your performance task.

Month, Year

- **Goal:** Conduct research on a specific non-communicable disease to create a presentation that includes definition, prevalence, signs/symptoms, prevention methods, and treatments for your disease. This presentation will be shared with peers to teach them about your chosen disease.
- **Role:** Your role is a health professional who was asked to present at a local community health fair to warn about disease risks and prevention methods.
- **Audience:** Your audience is your peers within your class, who will be listening to your presentation as the “health fair attendees”.
- **Situation:** Imagine you are a health professional and you have been asked to present at a Southington Community Health Fair regarding disease prevention. You will conduct research to determine the definition, prevalence, signs/symptoms, prevention, and treatment methods for your presentation. On the day of the “health fair”, you will present your information to your peers to warn them about your disease and answer any questions they have.
- **Product/Performance/Purpose:** The product includes a slideshow presentation, which includes the information outlined in the rubric.
- **Standards and Criteria for Success:** The teacher will utilize the rubric below as an assessment tool. Students will also self-assess using this rubric prior to submitting their presentation/project.

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

<http://www.cdc.gov>

[Non-Communicable Disease Slideshow](#)

[Non-Communicable Disease Project Rubric](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

I will evaluate the task & provide feedback utilizing the rubric below. Students will also provide constructive feedback to each other during peer teaching (ie. presentations).

[Non-Communicable Disease Project Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Students will take guided notes on various non-communicable diseases during presentations
- Students will complete reflection questions on a google form following presentations

[Non-Communicable Disease Unit Reflection](#)

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<i>Students will...</i> <ul style="list-style-type: none"><li>• Define what a non-communicable disease is and provide multiple examples.</li><li>• Access valid health information utilizing the CDC website.</li></ul>	<i>Students can...</i> <ul style="list-style-type: none"><li>• Explain what a non-communicable disease is and how it differs from a communicable disease.</li><li>• Utilize the CDC website to find and sort through information regarding a specific disease.</li></ul>
Learning Activities	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><b>I. Introduction</b></p> <ul style="list-style-type: none"><li>A. Students will turn &amp; talk to recall information about communicable diseases (review from 6th grade health education)</li><li>B. Teacher will discuss the difference between communicable &amp; non-communicable diseases</li><li>C. Class discussion about how healthy lifestyle choices can reduce risk of disease</li><li>D. CDC website tutorial → accessing valid health information</li></ul> <p><b>II. Research / Small Group Project</b></p> <ul style="list-style-type: none"><li>A. Students will begin conducting research on their non-communicable disease to determine the definition, prevalence, signs/symptoms, prevention methods, and treatment associated with their disease</li><li>B. Students will work on creating a google slideshow to display their research</li></ul> <p><b>III. Closure &amp; Exit Slip Questions</b></p>	
Assessment	
List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
Exit Slip Questions:	
1. What is a non-communicable disease and how is it different from a communicable disease?	

Month, Year

2. Through your research today, what did you find to be most interesting about your disease and why?
3. List 3 healthy lifestyle choices you can make to reduce your risk of disease.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Conduct research on a non-communicable disease to create an informative presentation.</li> <li>● Communicate effectively with peers to teach about their non-communicable disease &amp; provide constructive feedback to one another.</li> </ul>	<p><i>Students can...</i></p> <ul style="list-style-type: none"> <li>● Explain their disease and identify symptoms, prevention methods, &amp; treatment associated with their disease.</li> <li>● Utilize communication skills to peer teach and provide constructive feedback to one another.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction**
- II. **Small Group Project**
  - A. Students will finish researching & creating their presentations on a non-communicable disease
  - B. As a small group, students will self-assess to ensure they are meeting the requirements outlined on the project rubric
- III. **Health Fair Activity**
  - A. Students will take turns peer teaching to small groups of students using their presentation as a visual aid
  - B. Audience will take notes on the different diseases while they are learning from their peers
- IV. **Closure**

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Non-Communicable Disease Project Rubric](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

<http://www.cdc.gov>

[Non-Communicable Disease Slideshow](#)

[Non-Communicable Disease Project Rubric](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	Nutrition - Understanding Food Labels
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	7th Grade Health Education
<b>Length/Dates:</b>	2-3 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	During this unit, students will learn how to analyze & interpret the various components of a food label to make healthy food choices. They will apply this skill by analyzing various snack food labels to determine whether or not it is a health-enhancing option. If not, they will construct alternative, healthy snack options.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HEPA 1.1.8, 1.2.8, 1.3.8, 1.9.8, 1.10.8 DM 5.7.8 GS 6.3.8 SM 7.2.8

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address
During this three-lesson unit, students will also learn the function and importance of macronutrients (carbohydrates, proteins, & fats), as well as portion sizes and daily allowances.

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable	<ul style="list-style-type: none"> <li>• Students will evaluate and understand the function and importance of carbohydrates, proteins, and fats for maintaining a health-enhancing diet (review from 6th grade).</li> <li>• Students will understand that various food sources provide different macronutrients.</li> </ul>
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across contexts, places, and times?

- Students will understand how to analyze and interpret the components of a food label.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What is the function and importance of carbohydrates, proteins, and fats for maintaining a health-enhancing diet?
- What are the various food sources that provide different macronutrients?
- What is a food label and what does each component represent?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- Students will know the function and importance of carbohydrates, proteins, and fats for maintaining a health-enhancing diet.
- Students will be able to identify what food sources provide different macronutrients.
- Students will be able to analyze and interpret a food label.

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students will be able to...

- Students will be able to explain the function and importance of carbohydrates, proteins, and fats for maintaining a healthy, balanced diet.
- Students will be able to categorize food sources by macronutrient (proteins, carbs, fats).
- Students will be able to analyze and interpret food labels to determine whether or not it is a nutritious food choice.

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Apply learned skills to analyze and interpret food labels of popular snacks found in vending machines.
- **Role:** Employee of a wellness promotion committee in Southington.
- **Audience:** Students and staff of Southington Schools.
- **Situation:** You are an employee of a wellness promotion committee in Southington. You have been assigned to investigate the snacks found in vending machines throughout the schools and to replace them with healthier alternatives for students/staff. You must apply your skills to analyze and interpret food labels of popular snacks found in the vending machines. Then, you must report back on your findings and make suggestions for healthy snack alternatives that can be added to vending machines.
- **Product/Performance/Purpose:** Students will complete a food label investigation. Then, they will construct a report on the snacks that they analyzed, as well as healthier alternatives that should replace processed snack items.
- **Standards and Criteria for Success:** [Nutrition Fact Label Investigation Rubric](#)

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

<https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro>

[Interactive Food Label Activity](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Nutrition Fact Label Investigation Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

### Stage 3: Instructional Design

Learning Target:

Relevance:

Success Criteria:

<p>I can...</p> <ul style="list-style-type: none"> <li>Understand the different components that make up a food label.</li> </ul>	<ul style="list-style-type: none"> <li>Reading food labels is an essential skill for maintaining a health-enhancing diet and choosing nutritious foods at the grocery store.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Read and interpret the components of a food label.</li> </ul>
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### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction/Review:** The teacher will introduce the unit by reviewing nutrition information taught in 6th grade, including MyPlate recommendations and the functions/importance of macronutrients (proteins, carbohydrates, and fats). Then, the teacher will facilitate a class discussion on food labels, which can be found on (almost) all foods and beverages purchased in a grocery store.
- II. **Interactive Food Label Activity:**
  - A. **Part 1:** Students will use the [FDA website](#) to explore an interactive food label, gathering information about each component of the label.
  - B. **Part 2:** Students will apply the skill of reading food labels to analyze various processed snack foods found in vending machines. Then, they will report back on what they found and make suggestions for healthy snack alternatives that can be added to school vending machines.
- III. **Closure**

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### [Interactive Food Label Activity](#) (Summative Assessment)

### Resources

Any materials and resources related to Stage 3 learning activities.

<https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro>

[Interactive Food Label Activity](#)

Learning Target:	Relevance:	Success Criteria:
<p>I can...</p> <ul style="list-style-type: none"> <li>Understand the basics of a balanced diet and nutritional needs.</li> </ul>	<ul style="list-style-type: none"> <li>To Reflect on dietary patterns and identify areas for improvement</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Create a 1-3 day food log that calculates macronutrients.</li> </ul>

- Track and analyze their eating habits using a food log

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- IV. Introduction/Review:** The teacher will review and facilitate a class discussion on food labels, which can be found on (almost) all foods and beverages purchased in a grocery store. The teacher will ask the students to share some foods they ate the previous day and demonstrate how to locate the macronutrients of those foods. The teacher will show example food logs and discuss the purpose of them.
- V. Interactive Food Label Activity:**
- A. Part 1:** Students will use the <https://www.nutritionix.com/> to create a food log for 1-3 days of food they had or will eat.
  - B. Part 2:** Students will create a “Makeover Meal,” where they will make adjustments to one of their meals to make it more balanced.
  - C. Part 3:** Scenario stations: Students will create the healthiest meal from a fast food menu, school lunch menu, and/or convenience store.
- VI. Closure:** The teacher will summarize the lesson. Students will complete and discuss the reflection questions.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Food log completion](#), participation in discussions, [reflection questions](#)

Unit Overview	
Unit Title:	Alcohol Rap
Teacher:	Kolesnik & Brown
Grade Level/Course:	8th Grade Health Education
Length/Dates:	2 Lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on the pressure to drink alcohol. Students will create a Rap associated with the pressures of drinking at the high school level.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.5.8, 1.7.8, 1.9.8 INF 2.1.8, 2.3.8, 2.4.8 SM 7.1.8 AV 8.2.8, 8.3.8, 8.4.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

Enduring Understanding(s):	<ul style="list-style-type: none"> <li>● Alcohol has negative effects on the brain and body.</li> <li>● Drinking alcohol can impact your decisions and behavior.</li> <li>● Alcohol can impact your relationships.</li> </ul>
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Month, Year

What are the big picture understandings that are transferable across contexts, places, and times?

- Young people may feel pressured to drink alcohol.
- Make safe decisions regarding alcohol.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What happens to your brain and body when you drink alcohol?
- How can drinking alcohol affect your decisions and behavior?
- How can alcohol impact friendships, school, and family life?
- Why do some people feel pressure to drink, even when it's unsafe?
- How can knowing the risks of alcohol help you make safer decisions?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Students will know how the mind and body react during and after alcohol consumption.
- Students will know how alcohol affects their decisions.
- Students will know how alcohol affects their relationships.
- Students will know the risks of alcohol and learn how to make safer decisions.

- Students will state what happens to the body and mind while consuming alcohol.
- Students will identify how alcohol impairs the ability to make decisions.
- Students will identify how alcohol impacts their relationships (family, friends, work, etc)
- Students will identify the risks of alcohol and ways to make safer decisions.

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

Month, Year

## Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

### Goal:

Create a rap associated with the pressures of drinking alcohol at the high school level.

### Role:

You are an upcoming musician.

### Audience:

Pre-teens / Adolescents

### Situation:

You and your partner are upcoming musicians. Your first job is to create a rap associated with the pressures of drinking alcohol at the high school level.

### Product/Performance & Purpose:

Create an alcohol rap associated with the pressures of drinking alcohol at the high school level. The rap will be graded based upon the rubric provided.

### Differentiation:

- Role-play a conversation with a classmate who has a drinking problem. In your discussion, include strategies for getting your friend some help.
- Peer pressure can influence how a person feels about alcohol. Discuss how adults (parents/ teachers) can influence a teens choice to drink alcohol. Write a letter from an adult's perspective about why teens should avoid alcohol.

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Kidshealth.org

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Alcohol Rap Rubric](#)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

## Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

These will also be embedded below in the daily learning plan.

### Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>• <i>Describes what the students will learn in the lesson.</i></li> <li>• <i>Comes from STAGE 1 standards, and EU's</i></li> <li>• <i>Targets map out the progression of learning over the course of the unit.</i></li> <li>• <i>I can...I will....student facing language.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describes what students need to do to be successful in the lesson (meet the target).</i></li> <li>• <i>Provides students the answers to, "How will I know when I have met the learning target."</i></li> <li>• <i>Connects to the assessment(s) for the lesson/unit.</i></li> </ul>
Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>• Define the negative impacts of alcohol on the body and brain.</li> <li>• Define the negative impacts of alcohol on decision making and relationships.</li> <li>• Identify how peer pressure can affect a teen's alcohol use.</li> <li>• Develop strategies for saying "no" to underage drinking.</li> </ul>	<ul style="list-style-type: none"> <li>• See Alcohol Rap Rubric</li> </ul>
Learning Activities	
<p>What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p>A production company wants a musical artist to get the word out about the dangers of alcohol. They've hired us to design a series of raps (songs) to promote how peer pressure can affect underage drinking. We can use KidsHealth.org articles to get the low-down on alcohol and its effects on the body, mind, and relationships. Then, with your partner, design rap on the dangers of alcohol consumption and ways to say "no" to peer pressure.</p>	
Assessment	
<p>List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<ul style="list-style-type: none"> <li>• Alcohol Rap Rubric (summative assessment)</li> <li>• Exit Slip (formative assessment)</li> </ul>	

Unit Overview	
Unit Title:	Conflict Resolution
Teacher:	Kolesnik & Brown
Grade Level/Course:	8th Grade Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn skills/strategies to resolve real-world conflicts in an effective, healthy manner. Through collaborative role play, students will apply these strategies to successfully handle a conflict.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.3.8, 1.6.8, 1.7.8 IC 4.1.8, 4.3.8, 4.4.8, 4.6.8 GS 6.5.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

- Students will understand that successful conflict resolution uses proven strategies/skills and viable resources to achieve healthy, effective outcomes.
- Students will understand that successful conflict resolution skills lead to successful relationships with family, friends, and others.
- Students will understand that strong emotions generated by conflict can negatively impact the outcome of that conflict.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How are core issues in conflict identified?
- What strategies, skills, and/or resources may be necessary to resolve a conflict?
- How can I manage emotions that arise with conflict in a healthy, effective manner?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

*Students will know...*

- What an internal conflict is
- What an interpersonal conflict is
- Where/when conflicts typically arise
- What emotions can arise during a conflict
- What the T.A.L.K Method is
- Resources for help if needed to solve a conflict

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

*Students will be able to...*

- Identify different types of conflicts (internal vs. interpersonal)
- Explain why conflict resolution is important in everyday life
- Understand how to effectively manage strong emotions that can arise during a conflict
- Apply the T.A.L.K Method to resolve a conflict in a role-play situation

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

Month, Year

## Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** As a middle school student, there are a variety of conflicts that may arise in your life. These conflicts can be with classmates, close friends, family members, teammates, etc. For this task, students will work collaboratively in small groups to resolve a real-world scenario using the T.A.L.K Method. Students will create a skit to act out in front of the class.
- **Role:** A middle school student
- **Audience:** Other middle school students (classmates)
- **Situation:** Each group will be given a real-world scenario that includes an interpersonal conflict. Students will work collaboratively to brainstorm how to resolve the conflict in a healthy, effective manner by applying the steps of the T.A.L.K Method.
- **Product/Performance/Purpose:** Students will produce a skit and act this skit out in front of the class. *If students are uncomfortable performing their skit in front of the entire class, they can perform their skit to the teacher only.*
- **Standards and Criteria for Success:** Students will be assessed using the Conflict Resolution Project Rubric.

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Conflict Resolution Lesson 1 Slides](#)

[Conflict Resolution Lesson 2 Slides](#)

Conflict Resolution Project Rubric

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Conflict Resolution Project Rubric

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- **Formative Assessment**

- **Exit Ticket (Lesson 1):** What is an internal conflict vs. an interpersonal conflict? How can negative emotions affect the outcome of a conflict? Identify the steps of the T.A.L.K Method, as discussed during today’s lesson.
- **Summative Assessment**
  - **Conflict Resolution Skit (Lesson 2):** Students will work in small groups to develop a skit that displays conflict resolution skills utilizing the steps of the T.A.L.K Method.

**Stage 3: Instructional Design**

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Understand the difference between internal &amp; interpersonal conflicts &amp; how emotions can impact conflicts</li> <li>● Understand the steps of the T.A.L.K Method</li> </ul>	<i>Students can...</i> <ul style="list-style-type: none"> <li>● Explain the difference between an internal conflict &amp; an interpersonal conflict</li> <li>● Recite the steps of the T.A.L.K Method</li> <li>● Apply these concepts to reflect on a conflict they have experienced in their own lives</li> </ul>

**Learning Activities**  
 What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction to Unit:** The teacher will introduce the new unit by reviewing slides & having students participate in small group discussions about different types of conflicts they have experienced. Then, the teacher will facilitate a class wide discussion on how emotions can negatively impact a conflict. Finally, the teacher will introduce each step of the T.A.L.K Method.
- II. **Self-Reflection:** Students will participate in self-reflection by completing a journal entry on a conflict they have faced in their own life. Students will have to determine what type of conflict it was (internal or interpersonal), how it made them feel, and they will evaluate the outcome (how was the conflict solved?). Then, students will apply what they have learned during this lesson about the T.A.L.K. Method to create a more effective outcome/solution to their conflict.
- III. **Exit Ticket:** Students will answer the following questions on an exit ticket in order to check for understanding. 1. What is an internal conflict vs. an interpersonal conflict? 2. How can negative emotions affect the outcome of a conflict? 3. Identify the steps of the T.A.L.K Method, as discussed during today’s lesson.

**Assessment**  
 List any formative or summative assessments that should be administered within this learning sequence.  
 (They can be listed/linked below)

**Formative Assessment (Exit Ticket):** Students will answer the following questions on an exit ticket in order to check for understanding. 1. What is an internal conflict vs. an interpersonal conflict? 2. How can negative emotions affect the outcome of a conflict? 3. Identify the steps of the T.A.L.K Method, as discussed during today’s lesson.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Understand how to solve an interpersonal conflict effectively using the T.A.L.K Method.</li> </ul>	<p><i>Students can...</i></p> <ul style="list-style-type: none"> <li>Apply the steps of the T.A.L.K Method to a real-world scenario while working collaboratively in small groups.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction/Review:** The teacher will briefly review the concepts taught in the previous lesson and explain the learning activity that students will be participating in during today's lesson.
- II. **Conflict Resolution Skits:** Students will be assigned to small groups of 3-4. Each group will be given a real-world scenario that includes an interpersonal conflict. Students will work collaboratively to brainstorm how to resolve the conflict in a healthy, effective manner by applying the steps of the T.A.L.K Method. Students will produce a skit and act this skit out in front of the class. (Differentiation: *If students are uncomfortable performing their skit in front of the entire class, they can perform their skit to the teacher only.*)
- III. **Lesson Closure**

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Summative Assessment (Conflict Resolution Skit):** Students will work in small groups to develop a skit that displays conflict resolution skills utilizing the steps of the T.A.L.K Method. The teacher will use the Conflict Resolution Skit Rubric to evaluate each group and provide feedback.

### Resources

Any materials and resources related to Stage 3 learning activities.

[Conflict Resolution Lesson 1 Slides](#)

[Conflict Resolution Lesson 2 Slides](#)

Conflict Resolution Project Rubric

Unit Overview	
<b>Unit Title:</b>	Decision Making
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 8 Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn the analysis, forethought, and methodical steps to effective decision-making and evaluate how decision-making skills are necessary to maintain a healthy lifestyle.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
IC 4.1.8, 4.3.8, 4.4.8 DM 5.1.8, 5.2.8, 5.5.8, 5.7.8 GS 6.4.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b></p>

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

1. Students will understand how the steps of effective decision-making can lead to successful outcomes & decrease the likelihood of negative consequences..
2. Students will understand that effective decision-making skills are necessary for maintaining safety & a healthy lifestyle.
3. Students will understand that involving the ideas/input of others provides alternate viewpoints that can impact their decisions.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. How should I approach a conflict/challenge to resolve it effectively?
2. How can a poor decision become a learning experience?
3. What determines if a decision was the correct one to make? How can I adjust my decision-making skills to achieve better outcomes?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<p>Students will know...</p> <ul style="list-style-type: none"> <li>● How to define a problem.</li> <li>● How to gather the views and experiences of others and access helpful resources.</li> <li>● How to implement the steps of good decision-making in real-world scenarios.</li> <li>● Collaborative decision-making requires speaking and listening skills.</li> <li>● Group decisions result from consensus.</li> <li>● How to construct a compromise.</li> <li>● Analysis and reflection of any decision is needed to ensure good health and to achieve goals.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Identify and implement the steps for effective decision-making.</li> <li>● Make effective decisions in an individual and small group setting.</li> <li>● Correlate effective decision-making to achievement and maintenance of a healthy lifestyle.</li> <li>● Correlate good decision-making with the ability to achieve goals.</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will respond to a variety of real-world scenarios using the steps of the DECIDE Model.
- **Role:** A middle school student.
- **Audience:** N/A
- **Situation:** You are a middle school student who is faced with several challenging situations/conflicts that require you to weigh out your options & potential consequences. You must work through each situation & develop an outcome by responding to the steps of the DECIDE Model.
- **Product/Performance/Purpose:** Students will use the DECIDE Model to respond to various scenarios on a google doc.
- **Standards and Criteria for Success:** DECIDE Model Rubric

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Decision Making Unit Slides](#)

[Decision Making Scenarios Assignment](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[DECIDE Model Rubric](#) - Teacher will use this rubric to assess & provide feedback on Decision Making Scenarios Assignment.

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- **Exit Slip (Formative Assessment):** An exit slip will be used at the end of Lesson 1 to assess student's understanding of the steps of effective decision making (DECIDE Model).
- [Decision Making Scenarios Assignment](#) (Summative Assessment)

### Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● Identify the steps utilized for effective decision making ("DECIDE" acronym).</li><li>● Explain &amp; evaluate how decision-making relates to overall health and well-being.</li></ul>	<ul style="list-style-type: none"><li>● Students can recite the 6 steps for effective decision-making (verbal and/or written).</li><li>● Students can provide examples of decisions they make in their everyday lives that relate to their overall health (verbal and/or written).</li></ul>
Learning Activities	

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Article Review (Do-Now):** Students will read a brief article on decision-making and the teenage brain as an introduction to the unit. Once all students have read the article, the teacher will facilitate a class discussion about the key information found in the article.
- II. **Self Reflection Activity:** Students will work independently to list all of the decisions they made this morning before coming to school (what they ate for breakfast, what time they woke up for school, hygiene practices, etc.). They will highlight all of the decisions that relate directly to their overall health. Then, they will turn-and-talk with the other students at their group, sharing what they came up with.
- III. **Small Group Discussion Questions:** Once all students in each group have shared the list of decisions they made before coming to school, as a group, students will choose 3 decisions that relate to their health and answer the following discussion questions:
  - A. Was it easy or difficult to make a health-enhancing choice?
  - B. Did any of these decisions require a lot of thought? If so, which ones?
  - C. What are some examples of health-related decisions that require a lot of thought? Why?
- IV. **Step Forward, Step Back Activity:** Students will stand in the middle of the classroom. The left side of the room will represent difficult decisions that require a lot of thought (giving into peer pressure, etc.), while the right side of the room will represent easy decisions that do not require a lot of thought (brushing your teeth before school). As the teacher reads out a list of health-related decisions, the students will rate the difficulty of each decision by moving to either side of the room.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- **Formative Assessment:** Before being dismissed, students will complete a written exit slip in which they will identify the 6 steps of effective decision-making (“DECIDE” acronym) and provide 3 examples of health-related decisions.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● Apply the steps of effective decision-making to a variety of real-world scenarios.</li></ul>	<ul style="list-style-type: none"><li>● Students can recite the 6 steps for effective decision-making.</li><li>● Students can utilize the steps of effective decision-making to respond to real-world scenarios in small groups.</li></ul>



### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Introduction:** The teacher will briefly review the steps of effective decision-making (“DECIDE” acronym), which was taught during the first lesson of the unit. Then, the teacher will facilitate a class discussion regarding real-world situations that would require the use of decision-making skills.
- II. **Small Group Scenarios Activity:** Students will work in groups of 4-5 to evaluate a real-world scenario (health-related) that is provided to them by the teacher. Students will apply the steps of effective decision-making using the “DECIDE” acronym to determine the solution to the problem. This activity will be completed on a google doc assignment (see link in resources).
- III. **Closure:** The teacher will have students share their experiences with using the “DECIDE” acronym to solve the real-world scenarios as a class. Then, the teacher will explain that with practice, this method can assist them with making difficult decisions throughout their lives.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- **Summative Assessment:** At the end of class, each student will submit the google doc assignment completed during the small group scenarios activity. [DECIDE Model Rubric](#)

### Resources

Any materials and resources related to Stage 3 learning activities.

- [Decision Making Slideshow Presentation](#)
- [Decision Making Article](#)
- [Decision Making Scenarios](#)
- [Decision Making Assignment](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	Sexual Harassment/Assault Prevention
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 8 Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit is a continuation of the Erin's Law Unit, taught in 7th grade health. Students will understand how to identify different forms of sexual harassment (physical, verbal, visual/digital) through various scenarios, how to access various resources for help, and what laws protect them against sexual harassment.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.8.8, HR 1.9.8 SAAP 1.1.8, 1.2.8, 1.3.8, 1.4.8, 1.5.8, 1.6.8, 1.7.8, 1.9.8, 1.11.8

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b></p>

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

<b>What will students <u>know</u>...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do</u>...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● How to identify the different forms of sexual harassment, including physical, verbal, and digital.</li> <li>● How to differentiate between flirting and sexual harassment in various scenarios.</li> <li>● How to define consent and explain why it is important for maintaining healthy relationships.</li> <li>● Who to go to for help if they, or someone they know, is involved in a sexual harassment situation.</li> <li>● What law(s) protect them against sexual harassment in school, as well as in the workplace (Title 9).</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Differentiate between the 3 forms of sexual harassment (physical, verbal, digital) in various real-world scenarios.</li> <li>● Explain what consent is and why it is important in maintaining healthy, safe relationships.</li> <li>● Create a personal safety plan to address sexual harassment situations.</li> <li>● Identify multiple resources for help if they, or someone they know, is involved in a sexual harassment situation.</li> </ul>

<p><b>Enduring Understanding(s):</b>            What are the big picture understandings that are transferable across contexts, places, and times?</p>	<ol style="list-style-type: none"> <li>1. Students will understand how to identify the three forms of sexual harassment &amp; examples of each (verbal, physical, digital).</li> <li>2. Students will understand the difference between flirting and sexual harassment through various scenarios.</li> <li>3. Students will understand the importance of consent and establishing boundaries for healthy relationships.</li> <li>4. Students will understand how to access several resources for help, such as teachers, guidance counselors, the police, and hotlines.</li> </ol>
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**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What are the three forms of sexual harassment and examples of each form?
2. What is the difference between flirting and sexual harassment?
3. What is consent and why is it important?
4. Who can you go to if you or a friend is experiencing sexual harassment/assault?

**Stage 2: Evidence of Student Learning****Performance Tasks****Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will construct a personal safety plan to address different forms of sexual harassment/assault. Students will need to include the following information on their safety plans: 3 forms of sexual harassment with examples of each (physical, verbal, digital), 3 resources for help (parents/guardians, teachers, guidance counselors, police, etc), legal protection (Title 9), and effective action steps to handle sexual harassment situations.
- **Role:** The students' role will be a middle schooler who is creating a personal safety plan to address the issue of sexual harassment/assault.
- **Audience:** The students' audience will include other middle school students and teens in general.
- **Situation:** Sexual harassment/assault is a rising issue amongst children and adolescents. With that said, it is critical that students are able to recognize the different forms of sexual harassment in order to protect themselves. It is also necessary that students know who to go to for help regarding sexual harassment/assault. This safety plan project allows students to construct their own plans to help keep themselves (and others) safe in regards to sexual harassment situations.
- **Product/Performance/Purpose:** Students will create their safety plans on paper OR on Canva.com, if they prefer a digital copy.
- **Standards and Criteria for Success:** See rubric included below.

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Safety Plan Project Rubric](#)

[Sample of Safety Plan Project](#)

[Sexual Harassment Unit Slides](#)

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

Students will be evaluated using the [Safety Plan Project Rubric](#). Written feedback will be provided on the rubric.

**Comments**

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

**Other Evidence**

**Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

**Stage 3: Instructional Design**

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>• Understand what sexual harassment is and how it differs from flirting</li><li>• Understand the different forms of sexual harassment (verbal, physical, digital)</li><li>• Understand the importance of <b>consent</b></li></ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>• Define sexual harassment &amp; identify various forms &amp; examples of sexual harassment</li><li>• Differentiate between sexual harassment &amp; flirting in a real-world scenario</li></ul>
<p><b>Learning Activities</b></p> <p>What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	

- I. Do Now:** Students will research statistics on sexual harassment amongst teens. They will have a turn-and-talk discussion with a peer to share what they found. Then, the teacher will facilitate a class-wide discussion on the prevalence of sexual harassment among teens & young adults.
- II. Introduction:** Students will watch a brief video, which displays various examples & real-world situations related to sexual harassment. After discussing the video, the teacher will review informational slides regarding sexual harassment/assault.
- III. Sexual Harassment vs. Flirting Scenario:** Students will apply what they learned throughout the lesson to a scenario activity. They will have to determine the difference between sexual harassment & flirting.
- IV. Closure:** The teacher will go over the answers to the scenario activity to ensure understanding of concepts taught throughout today's lesson. Then, the teacher will explain that students will be working on a safety plan project next class.

**Assessment**  
 List any formative or summative assessments that should be administered within this learning sequence.  
 (They can be listed/linked below)

- **Formative Assessment:** [Sexual Harassment vs. Flirting Scenario Activity](#)

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify the different forms of sexual harassment, including physical, verbal, and digital.</li> <li>● Identify people/places to go to for help if they, or someone they know, is involved in a sexual harassment situation.</li> <li>● Identify the law(s) that protect them against sexual harassment in school, as well as in the workplace (Title 9).</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Create a personal safety plan to address sexual harassment situations.</li> </ul>

**Learning Activities**  
 What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. Introduction:** The teacher will briefly review the information covered in the previous lesson. Then, the teacher will explain the safety plan project that students will be completing during today's lesson.
- II. Safety Plan Project:** For this project, students will construct their own safety plans to help keep themselves (and others) safe in regards to sexual harassment situations. Their safety plans will include the definition of sexual harassment, the 3 forms of sexual harassment (with examples of each form), resources for help, and the name of the law that protects them from sexual harassment in schools & in the workplace.

**III. Closure:** Once students have completed their safety plans, the teacher will review information & check for understanding of main concepts taught throughout this unit.

### **Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

- **Summative Assessment:** [Safety Plan Project Rubric](#)

### **Resources**

Any materials and resources related to Stage 3 learning activities.

[Sexual Harassment Unit Slides](#)

[Legal Protection Against Sexual Harassment \(Title 9\)](#)

Unit Overview	
Unit Title:	STDs/STIs
Teacher:	Kolesnik & Brown
Grade Level/Course:	8
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will learn that about 9.5 million teens and young adults are diagnosed with sexually transmitted diseases (STDs) each year, according to the U.S. Department of Health and Human Services. Students will study risky behaviors/transmission, prevention methods, and treatment. Students will, in the role of interns at a health clinic, construct fact sheets to be presented to six patients experiencing different STDs. Each of six groups will have its STD fact sheet graded based on the rubric provided.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
SH 1.1.8, 1.2.8, 1.5.8, 1.6.8, 1.7.8, 1.8.8 1.9.8, 1.10.8 OWDP 1.5.8 INF 2.2.8, 2.4.8 AI 3.3.8 DM 5.3.8, 5.4.8, 5.5.8, 5.7.8 SM 7.1.8, 7.4.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b></p>

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

1. Students will understand what STDs are and their harmful effects.
2. Students will understand risky behaviors that place them at risk for contracting an STD.
3. Students will understand how to prevent STDs.
4. Students will understand resources

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What are STDs and why are they dangerous?
2. What are the behaviors that cause people to contract an STD?
3. How do you prevent getting an STD?
4. If STDs are contracted, what available resources exist that provide treatment?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<ul style="list-style-type: none"> <li>• Students will understand what STDs are and their harmful effects.</li> <li>• Students will understand risky behaviors that place them at risk for contracting an STD.</li> <li>• Students will understand how to prevent STDs.</li> <li>• Students will understand resources for treatment are available if STDs are contracted.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss different types of STDs.</li> <li>• Identify the types of behaviors that put people at risk for contracting an STD.</li> <li>• Identify ways to protect themselves from contracting an STD.</li> <li>• Skilled at accessing treatment resources</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal** :To inform a patient with an STD about the risky behaviors that lead to STDs, the signs and symptoms of STDs, behaviors to prevent transmission, and resources to access in the event STDs are contracted
- **Role** : You are an intern at a community health center one of a group of interns assigned a patient with an STD
- **Audience**: Your patient
- **Situation**: (Using the pictures from the learning activity) Today you are acting as an intern for a community health clinic. These people on the classroom board are your patients. They've all come in for the results of their STD tests. The group of interns of which you are one will be assigned a patient experiencing one STD.
- **Product/Performance/Purpose**: Working as a group, your job is to create the STD fact sheet that your patient can take home today. Include as much information as you can (risky behaviors, behaviors to prevent transmission, and treatment). Use articles at TeensHealth.org for research. Afterward, each group will present what they learned.
- **Standards and Criteria for Success**: You will be graded based on the rubric provided.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[STI worksheet](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Students will be evaluated using a rubric. Written feedback will be provided on the rubric.

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

These will also be embedded below in the daily learning plan.

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<i>Students will be able to...</i> <ul style="list-style-type: none"><li>Define HIV (definition, transmission, symptoms, testing and treatment).</li><li>Explain the difference between HIV and AIDS</li></ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"><li>Complete <a href="#">HIV questions</a></li></ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"><li><b>I. Introduction:</b> Students will learn about HIV/AIDS and ways to prevent it.</li><li><b>II. Activity:</b> Students will complete the <a href="#">HIV questions</a> . They will share and discuss their answers with a small group.</li><li><b>III. Closure:</b> The teacher will go over the answers to the <a href="#">HIV questions</a> to ensure understanding of concepts taught throughout the lesson.</li></ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	

Month, Year

- **Formative Assessment:** [HIV questions](#)

## Resources

Any materials and resources related to Stage 3 learning activities.

[HIV video](#)

[HIV questions](#)

### Learning Target:

*Students will be able to...*

- Define various STDs (symptoms and treatment).
- Identify risky behaviors that place them at risk for contracting an STD.
- Learn how to prevent STDs
- Know that resources for treatment are available if STDs are contracted

### Success Criteria:

*Students will be able to...*

- Research and discuss various STD's

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- IV. Introduction:** The teacher will review the previous lesson about HIV/AIDS.
- V. Activity:** Students will complete the [STI worksheet](#). They will use <https://www.cdc.gov/sti/> & <https://www.cdc.gov/hpv/about/index.html> to research various STD's. They will share and discuss their findings with a small group.
- VI. Closure:** The teacher will go over the answers to the [STI worksheet](#) to ensure understanding of concepts taught throughout today's lesson.

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- **Formative Assessment:** [STI worksheet](#)

## Resources

Any materials and resources related to Stage 3 learning activities.

[STI worksheet](#)     <https://www.cdc.gov/sti/>     <https://www.cdc.gov/hpv/about/index.htm>

<b>Unit Overview</b>	
<b>Unit Title:</b>	Stress Management
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	8th Grade Health Education
<b>Length/Dates:</b>	3 Lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn how acute & chronic stress can negatively impact the human body (physically, mentally, and socially). Students will understand the importance of developing healthy, positive coping skills and teach a coping activity / hobby of their choice to the class.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset. SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture	1. Students will understand the negative impact that <i>acute &amp; chronic</i> stress have on the human body.
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Month, Year

understandings that are transferable across contexts, places, and times?	<ol style="list-style-type: none"> <li>2. Students will understand the importance of developing positive coping mechanisms to use in times of stress.</li> <li>3. Students will understand how to share their coping skills with others.</li> </ol>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ol style="list-style-type: none"> <li>1. How does <i>acute &amp; chronic</i> stress impact the human body (physically, mentally, socially)?</li> <li>2. Why are coping mechanisms important for handling stress?</li> <li>3. How can I share my coping skills/hobbies with others if they are dealing with a stressful situation?</li> </ol>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>Students will know how to define following vocabulary terms &amp; how to use them appropriately in context:</p> <ul style="list-style-type: none"> <li>● Acute stress</li> <li>● Chronic stress</li> <li>● Nervous system</li> <li>● Fight or flight</li> <li>● Coping skill/mechanism</li> <li>● Dopamine</li> <li>● Serotonin</li> <li>● Endorphins</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to explain how acute &amp; chronic stress can negatively impact the human body</li> <li>● Students will be able to identify several positive coping skills / hobbies that can be used in stressful situations.</li> <li>● Students will be able to peer teach coping skills to their peers through a presentation/activity.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<ul style="list-style-type: none"> <li>● <b>Goal:</b> Students will create a presentation &amp; coping skill activity to practice with the class.</li> <li>● <b>Role:</b> Middle school student.</li> <li>● <b>Audience:</b> Elementary &amp; middle school students.</li> </ul>

- **Situation:** As part of a “Mental Health Awareness Movement”, your school has asked you to teach other students in Southington about a coping skill that you enjoy using when you feel stressed or overwhelmed. Examples include exercise, reading, listening to music, going outside, puzzles, etc. Students will present research that supports how their coping skill improves mental health and lead the class through an activity that allows students to practice using this coping skill.
- **Product/Performance/Purpose:** Students will create a slideshow presentation to share their research evidence and organize a coping activity to share/demonstrate with the class.
- **Standards and Criteria for Success/VOG Alignment:** See Stress Management Rubric.

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Stress Management Unit Slides](#)

[Stress Management Project Rubric](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Stress Management Project Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● Understand the negative impact(s) of acute &amp; chronic stress on the human body.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to describe how acute &amp; chronic stress can negatively impact physical, mental, &amp; social health.</li> <li>● Identify several coping mechanisms that can be helpful in overwhelming/stressful situations.</li> </ul>
<h3>Learning Activities</h3> <p>What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<ol style="list-style-type: none"> <li>I. <b>Lesson Introduction</b> <ol style="list-style-type: none"> <li>A. <a href="#">Stress Management Unit Slides</a></li> </ol> </li> <li>II. <b>Class Discussion / Brainstorm:</b> The teacher will facilitate a class discussion regarding examples of positive vs. negative coping mechanisms. Then, she will introduce the project.</li> <li>III. <b>Lesson Closure</b></li> </ol>	

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- **Exit Ticket (Formative Assessment):** Students will complete an exit ticket at the end of class to assess their understanding of acute & chronic stress and its impact on the body. They will also have to identify examples of coping mechanisms.

## Learning Target:

*I can...*

- Understand how different coping skills can help manage stress and improve mental health.

## Success Criteria:

- Students can peer teach coping skills to their peers through a presentation/activity.
  - See rubric for specific success criteria

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- I. **Stress Management Project:** Students will work in partners and choose a coping skill that they want to focus their project on. They will conduct research to find evidence that supports how their coping skill helps with stress management & mental health. Students will create a slideshow presentation to share their research evidence and organize a coping activity to share/demonstrate with the class.

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- **Stress Management Project (Summative Assessment)**

## Resources

Any materials and resources related to Stage 3 learning activities.

[Stress Management Unit Slides](#)

[Stress Management Project Rubric](#)

<b>Unit Overview</b>	
<b>Unit Title:</b>	Suicide Awareness & Prevention
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 8 Health Education
<b>Length/Dates:</b>	2-3 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn the warning signs and risk factors associated with self harm and suicide. They will identify resources (trusted adults, police, hotlines, etc.) that can be utilized if they, or someone they know, are in need of help. Finally, they will create a public service announcement to inform teens about the importance of this issue.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
MEH 1.3.8 AI 3.1.8, 3.2.8, 3.4.8 AV 8.2.8, 8.3.8

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ol style="list-style-type: none"> <li>1. Students will understand the warning signs and risk factors associated with self harm / suicide prevention.</li> <li>2. Students will understand the importance of reporting concerns regarding self harm / suicide to trusted resources (teachers, parents/guardians, police, hotlines, etc.).</li> <li>3. Students will understand what resources to use if they, or someone they know, are having thoughts of self harm / suicide.</li> </ol>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ol style="list-style-type: none"> <li>1. What are the warning signs and risk factors associated with self harm / suicide?</li> <li>2. Why do I need to report concerns about self harm / suicide?</li> <li>3. Who/where can I go to if I, myself, or someone I know is having thoughts of self harm / suicide?</li> </ol>
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<b>What will students <u>know</u>...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do</u>...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>● The definition of suicide and suicide attempt</li> <li>● Current suicide rates amongst adolescents</li> <li>● Warnings signs associated with self harm / suicide</li> <li>● Risk factors associated with self harm / suicide</li> <li>● Resources for help</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>● Define the terms suicide and suicide attempt</li> <li>● Evaluate recent statistics regarding suicide rates among adolescents and the general U.S. population</li> <li>● Identify warning signs associated with self harm / suicide</li> <li>● Identify risk factors associated with self harm / suicide</li> <li>● Identify several resources for help in a situation regarding self harm / suicide</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will create a public service announcement (PSA) to inform teens about suicide prevention / awareness.
- **Role:** Students will act as if they have been hired by their community's health organization to create a PSA that will be used across town to inform teens (and the public) about suicide prevention / awareness.
- **Audience:** Teens and adults in the Southington community
- **Situation:** You have been hired by your community's health organization to create a PSA informing teens (and the public) about the importance of suicide prevention / awareness. The PSA should include the definition of suicide, warning signs and risk factors associated with self harm / suicide, statistics on current suicide rates amongst teens and young adults, and resources for help (teachers, parents/guardians, counselors, hotlines, etc.).
- **Product/Performance/Purpose:** Students will create an informational poster or brochure (handwritten or digital).

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Suicide Prevention Unit Slides](#)

[Latosha's Story Exit Slip Assignment \(Lesson 1\)](#)

[Suicide Prevention Project Outline](#)

[Suicide Prevention Project Rubric](#)

[https://www.nimh.nih.gov/health/topics/suicide-prevention#part\\_7680](https://www.nimh.nih.gov/health/topics/suicide-prevention#part_7680)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Latosha's Story Exit Slip Assignment \(Lesson 1\)](#)

[Suicide Prevention Project Rubric](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

[Latosha's Story Exit Slip Assignment \(Lesson 1\)](#)

[Suicide Prevention Project Rubric](#)

### Stage 3: Instructional Design

Learning Target:		Success Criteria:	
<i>Students will be able to...</i> <ul style="list-style-type: none"><li>Understand the importance of suicide awareness and prevention amongst teens and young adults.</li></ul>		<ul style="list-style-type: none"><li>Define suicide &amp; suicide attempt</li><li>Identify warning signs &amp; risk factors associated with self harm / suicide</li><li>Identify multiple resources for help (hotlines, trusted adults, police, etc.)</li></ul>	
Learning Activities			
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.			
<ol style="list-style-type: none"><li><b>I. Introduction:</b> The teacher will introduce the topic of suicide prevention via Google Slides that include various statistics regarding suicide rates amongst teens and young adults.</li><li><b>II. Turn &amp; Talk Discussions :</b> Students will engage in multiple turn &amp; talk discussions regarding potential <b>risk factors, warning signs, and resources for help</b> that they believe are associated with self-harm and suicide. This will lead to a class-wide discussion.</li><li><b>III. Closure / Exit Slip:</b> Following discussions, students will complete an exit slip called, "Latosha's Story". This scenario-based assignment will assess students' ability to identify warning signs, risk factors, and resources for help associated with suicide prevention (see below).</li></ol>			
Assessment			
List any formative or summative assessments that should be administered within this learning sequence.			

(They can be listed/linked below)

- **Formative Assessment:** Before being dismissed, students will complete an exit slip assignment called, “Latosha’s Story”. This is a scenario that students must read and then they will respond to questions regarding warning signs and risk factors of self harm / suicide, as well as resources for help.

[Latosha’s Story Exit Slip Assignment](#)

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● Advocate for the importance of suicide awareness and prevention amongst teens and young adults by creating a PSA project.</li></ul>	<ul style="list-style-type: none"><li>● Students can define suicide / suicide attempt</li><li>● Students can identify multiple risk factors &amp; warning signs associated with self-harm / suicide</li><li>● Students can access recent statistics regarding suicide rates among teens</li><li>● Students can identify various resources for help</li></ul>
<b>Learning Activities</b>	
<p>What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<ol style="list-style-type: none"><li><b>I. Introduction:</b> The teacher will briefly review the information taught in the previous lesson, calling on students to identify risk factors, warning signs, &amp; resources for help associated with self-harm / suicide. Then, the teacher will introduce the PSA project (instructions, rubric, etc.) that students will be working on for the remainder of class.</li><li><b>II. Suicide Prevention PSA Project:</b> Students will create a public service announcement (PSA) to inform teens about suicide prevention / awareness. Students will be able to choose to complete a handwritten OR digital brochure, informational handout, or poster. They must include the following criteria on their PSA project: definition of suicide, 3 warning signs, 3 risk factors, 3 recent statistics regarding teen suicide rates, and 3 resources for help (see <i>rubric below</i>). Students will complete the project outline prior to starting their final draft.</li><li><b>III. Closure:</b> The teacher will have students peer assess each other’s projects using the rubric provided prior to submitting.</li></ol>	
<b>Assessment</b>	
<p>List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)</p>	

**Summative Assessment:**

- [Suicide Prevention Project Outline](#)
- [Suicide Prevention Project Rubric](#)

**Resources**

Any materials and resources related to Stage 3 learning activities.

[Suicide Prevention Unit Slides](#)

[Latosha's Story Exit Slip Assignment \(Lesson 1\)](#)

[Suicide Prevention Project Outline](#)

[Suicide Prevention Project Rubric](#)

[https://www.nimh.nih.gov/health/topics/suicide-prevention#part\\_7680](https://www.nimh.nih.gov/health/topics/suicide-prevention#part_7680)

<b>Unit Overview</b>	
<b>Unit Title:</b>	The Reproductive System
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	8th Grade Health Education
<b>Length/Dates:</b>	2 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on the understanding of the anatomy and functions of the male & female reproductive systems. Students will be assessed on their ability to label male and female reproductive system diagrams and explain their functions.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
SH 1.3.8, 1.4.8, 1.11.8

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable	<ol style="list-style-type: none"> <li>1. Students will understand the parts and functions of the male reproductive system.</li> <li>2. Students will understand the parts and functions of the female reproductive system.</li> <li>3. Students will understand the importance of personal hygiene &amp; regular check-ups to promote reproductive/sexual health.</li> </ol>
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Month, Year

across contexts,  
places, and times?

**Essential  
Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What are the main parts and functions of the male reproductive system?
2. What are the main parts and functions of the female reproductive system?
3. How can I maintain reproductive/sexual health throughout my life?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

- Students will know the parts & functions of the male reproductive system.
- Students will know the parts & functions of the female reproductive system.
- Students will know the importance of personal hygiene & regular check-ups for maintaining sexual/reproductive health.

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Students will be able to define the parts of the male reproductive system & label them on a diagram.
- Students will be able to define the parts of the female reproductive system & label them on a diagram.
- Students will be able to identify health practices that help promote sexual/reproductive health.

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** The goal of this task is to learn the names & functions of the main parts of the male & female reproductive systems.
- **Role:** Students will act as if they are 8th grade science teachers.
- **Audience:** 8th grade students in a science class.
- **Situation:** “Imagine you are an 8th grade science teacher. You have been given the task of teaching your students about the reproductive system. You must construct a worksheet that displays the names & functions of the parts of the male & female reproductive systems for students to complete.
- **Product/Performance/Purpose:** Students will label the male and female reproductive system diagrams with the correct name and function of each part.
- **Standards and Criteria for Success:** Students will be able to check their diagrams & definitions with an answer key once they complete their worksheet.

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Female Reproductive System Slides](#)

[Female Reproductive System Worksheet](#)

[Male Reproductive System Slides](#)

[Male Reproductive System Worksheet](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Students will self assess by comparing their diagram & definitions with an answer key. The teacher will also review the answers to ensure understanding of parts & functions of male & female reproductive system.

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

See links to worksheets above.

### Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Understand the parts &amp; functions of the <b>male</b> reproductive system.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Define the functions of the main parts of the male reproductive system.</li> <li>Label a diagram of a male reproductive system.</li> </ul>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><b>Learning Activity:</b> Students will use the slides linked below to access information on the male reproductive system. These slides will assist them in defining the parts of the male reproductive system &amp; in labeling the diagram on the worksheet.</p> <p><a href="#">Male Reproductive System Slides</a>  <a href="#">Male Reproductive System Worksheet</a></p>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.            (They can be listed/linked below)</p>	
<p><a href="#">Male Reproductive System Worksheet</a></p>	

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Understand the parts &amp; functions of the <b>female</b> reproductive system.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Define the functions of the main parts of the female reproductive system.</li> <li>Label diagrams of a female reproductive system.</li> </ul>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><b>Learning Activity:</b> Students will use the slides linked below to access information on the female reproductive system. These slides will assist them in defining the parts of the female reproductive system &amp; in labeling the diagram on the worksheet.</p> <p><a href="#">Female Reproductive System Slides</a>  <a href="#">Female Reproductive System Worksheet</a></p>	

Month, Year

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

[Female Reproductive System Worksheet](#)

**Resources**

Any materials and resources related to Stage 3 learning activities.

<https://kidshealth.org/en/teens/male-repro.html>

<https://kidshealth.org/en/teens/female-repro.html>

<b>Unit Overview</b>	
<b>Unit Title:</b>	Vaping Prevention
<b>Teacher:</b>	Kolesnik & Brown
<b>Grade Level/Course:</b>	Grade 8 Health Education
<b>Length/Dates:</b>	2-3 lessons
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Today, vaping is one of the largest health concerns amongst adolescents. In this unit, students will evaluate how vaping can affect various parts of the body, particularly the lungs, brain (addiction), and heart. They will also research recent statistics related to teen vaping rates and identify several refusal skills that can be used to say no in a peer pressure situation.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.6.8, 1.7.8, 1.9.8, INF 2.4.8, 2.1.8

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ol style="list-style-type: none"> <li>1. What are vaping devices? What is nicotine?</li> <li>2. What are the health concerns associated with vaping?</li> <li>3. Why is it important not to vape?</li> <li>4. What are some ways to say no to vaping in a peer pressure situation (refusal skills)?</li> </ol>
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<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ol style="list-style-type: none"> <li>1. Students will understand what vaping devices are and that they contain many harmful substances, such as nicotine, which is highly addictive.</li> <li>2. Students will understand the various health concerns associated with vaping, especially for adolescents.</li> <li>3. Students will understand why avoiding vaping is crucial for living a healthy lifestyle.</li> <li>4. Students will understand how to say no to vaping in a peer pressure situation.</li> </ol>
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<b>What will students <u>know</u>...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do</u>...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>● What a vaping device is</li> <li>● What nicotine is</li> <li>● How vaping impacts the lungs, heart, brain, and other parts of the body</li> <li>● What addiction is and how the teen brain is more susceptible to addiction than the adult brain</li> <li>● Recent statistics regarding vaping rates amongst teens (middle/highschoolers)</li> <li>● Refusal skills that can be used to say no to vaping in a peer pressure situation</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>● Define what a vaping device is</li> <li>● Define what nicotine is</li> <li>● Identify the effects that vaping/nicotine has on the lungs, heart, and brain</li> <li>● Define the role that nicotine plays in addiction / brain functioning</li> <li>● Research recent statistics on vaping rates amongst teens using valid sources</li> <li>● Identify multiple ways that a teen can say no to vaping in a peer pressure situation</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will create a project in the form of a filmed interview/podcast, filmed advertisement/commercial, or a newspaper article to inform teens and adolescents about the dangers of vaping.
- **Role:** Students will act as if they have been hired by a local news channel to create an interview/podcast, commercial/advertisement, or newspaper article regarding the issue of teen vaping.
- **Audience:** Teens and adults in the community.
- **Situation:** You have been hired by a local news channel to create one of the following: an interview/podcast, a commercial/advertisement, or a newspaper article to warn teens about the harmful effects of vaping. Your project will appear on television and/or the news channel's website to inform the community about this public health issue. Your project should include what vaping devices are, how vaping/nicotine affects overall health (lungs, heart, brain), recent statistics on teen vaping, and refusal skills that can be used to say no in a peer pressure situation.
- **Product/Performance/Purpose:** Students will create an informational interview/podcast, a commercial/advertisement, or a newspaper article.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Vaping Unit Slides](#)

[Vaping Research Assignment](#)

[Vaping Project Rubric](#)

<https://www.lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette>

[https://e-cigarettes.surgeongeneral.gov/documents/2016\\_SGR\\_Fact\\_Sheet\\_508.pdf](https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf)

<https://www.fda.gov/tobacco-products/youth-and-tobacco/results-annual-national-youth-tobacco-survey>

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Vaping Project Rubric](#)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

N/A

## Other Evidence

## Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

**Formative Assessment:** [Vaping Research Assignment](#)

**Summative Assessment:** [Vaping Project Rubric](#)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>• Understand the harmful effects of nicotine and vaping</li></ul>	<ul style="list-style-type: none"><li>• Define what vaping devices are</li><li>• Identify various chemicals found in vaping devices, including nicotine</li><li>• Explain various ways that vaping impacts the lungs, heart, and brain</li><li>• Evaluate factors that may influence a teen's decision to vape</li><li>• Identify ways to say no in a peer pressure situation (refusal skills)</li></ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><b>I. Introduction:</b> The teacher will introduce the topic of vaping by discussing recent statistics on teen vaping rates (middle &amp; highschool students). The teacher will briefly review information that students learned in previous years about vaping. Then, students will turn &amp; talk to discuss factors that may influence a teen's decision to vape (stress, peer pressure, friends/family, curiosity, etc.).</p>	

- II. **Vaping Research Assignment:** Students will navigate through various slides and reliable websites to find information for a vaping research assignment. This assignment will include information that students will need to include on their project (Lesson 2).
- III. **Closure:** Once students have finished the research assignment, the teacher will end class by discussing the upcoming project that students will begin next class. Then, each student will write one NEW fact / piece of information they learned while researching on a piece of paper that will be collected as an exit slip.

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

- **Formative Assessment**
  - [Vaping Research Assignment](#)
  - **Exit Slip:** Before being dismissed, students will write down one new fact / piece of information they learned while researching

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	Success Criteria:
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Understand the various effects that vaping / nicotine can have on overall health.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can define what a vaping device is</li> <li>● Students can define what nicotine is and how it affects the teen brain in terms of addiction</li> <li>● Students can identify various ways that vaping impacts the lungs and heart</li> <li>● Students can recall several statistics regarding recent teen vaping rates</li> <li>● Students can identify several ways to say no to vaping in a peer pressure situation</li> </ul>
<p><b>Learning Activities</b></p>	
<p>What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<ul style="list-style-type: none"> <li>I. <b>Introduction:</b> The teacher will briefly review the information taught in the previous lesson. Then, the teacher will introduce the project (instructions, rubric, etc.) that students will be working on for the next two classes.</li> <li>II. <b>Vaping Project:</b> Students will act as if they have been hired by a local news channel to create an interview/podcast, commercial/advertisement, or newspaper article regarding the issue of teen vaping. They will need to research and include the following information, despite what format they choose to complete: explanation of what a vaping device is, how</li> </ul>	

vaping affects overall health (lungs, heart, brain), 3 recent statistics on teen vaping rates, and at least 3 ways to say no to vaping in a peer pressure situation.

- III. Closure:** The teacher will have students peer assess each other's projects using the rubric provided. Students will provide constructive feedback to one another. This project will take a total of 2 class periods to complete.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

### Summative Assessment:

- [Vaping Project Rubric](#)

## Resources

Any materials and resources related to Stage 3 learning activities.

[Vaping Unit Slides](#)

[Vaping Research Assignment](#)

[Vaping Project Rubric](#)

<https://www.lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette>

[https://e-cigarettes.surgeongeneral.gov/documents/2016\\_SGR\\_Fact\\_Sheet\\_508.pdf](https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf)

<https://www.fda.gov/tobacco-products/youth-and-tobacco/results-annual-national-youth-tobacco-survey>

# Middle School Health Education Curriculum

SPS Curriculum & Instruction Committee – January 2026



# HEALTH EDUCATION STANDARDS

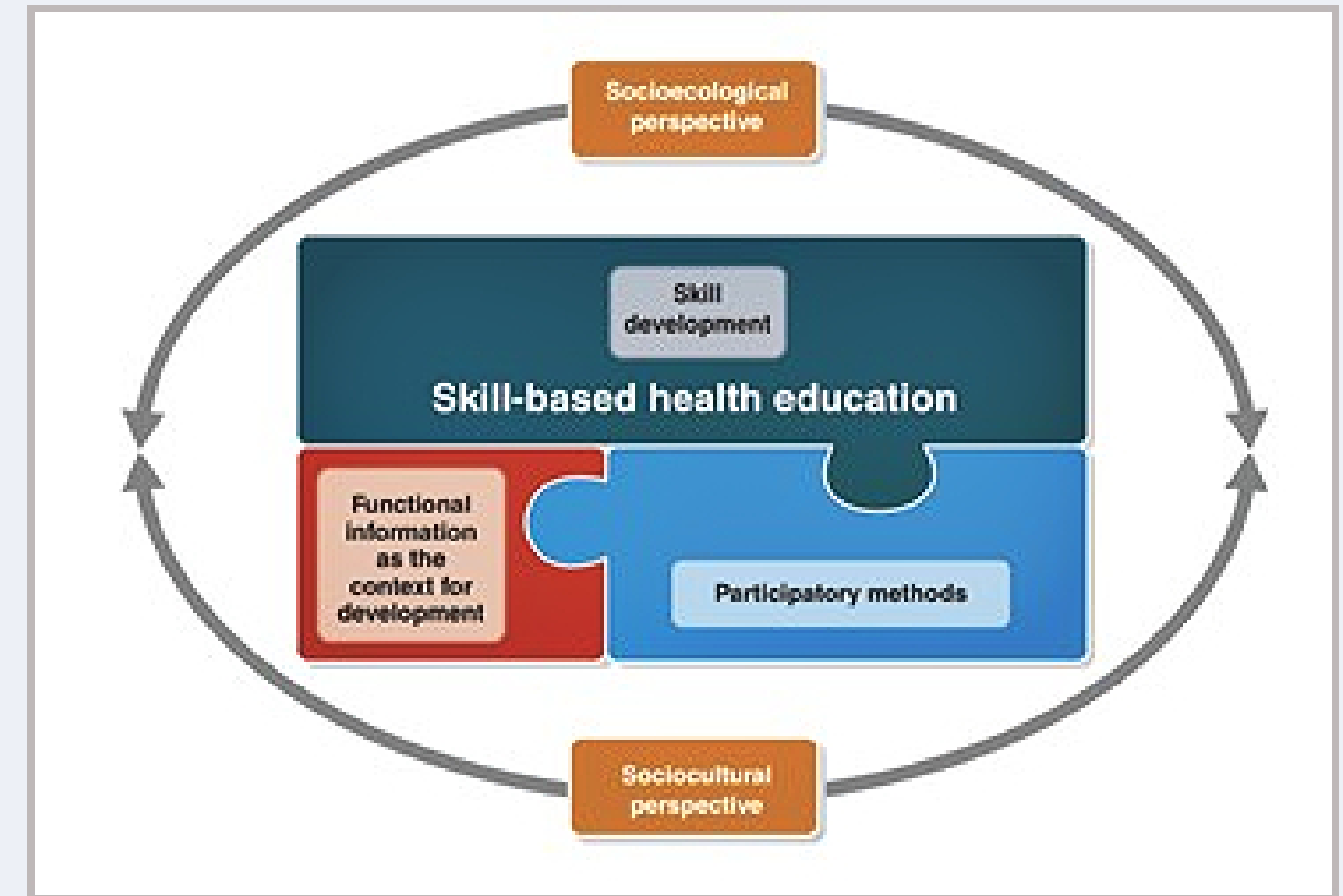
- A quality health curriculum begins with the standards
- The National Health Ed. Standards were recently updated (Jan. 2024)
  - CT State Health Ed. Standards are aligned with the National Standards (May 2022)

## The Standards Driving Our Curriculum:

- Standard 1: Concepts/Functional Health Info.
- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid Health Info.
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Self-Management
- Standard 8: Advocacy

# WHAT IS SKILLS-BASED HEALTH EDUCATION?

- Skills-based units, not content based units
- Skill development is the **FOUNDATION** of each unit of instruction
  - Students have multiple opportunities to practice the skill(s) throughout each unit
- Content is the **CONTEXT** for teaching skills
  - The skill is taught through the topic/content
    - Ex. Decision making can be taught during a vaping unit



The skills taught can be applied to a variety of topics – they are transferrable!

# HOW DO STANDARDS RELATE TO SKILLS-BASED HEALTH ED. ?

## Health-Related Skills (Standards 2-8)

- Analyzing Influences
- Accessing Valid Health Info.
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

## Required Content (Standard 1)

- Drug Education
- Human Growth & Development
- Nutrition
- Accident Prevention / Personal Safety
- Disease Prevention
- Youth Suicide Prevention
- HIV/AIDS
- Sexual Harassment / Assault Awareness & Prevention
- Sexual Health

# **HEALTH UNITS**

## GRADE 6

- Health & Me
- Bullying Prevention
- Tobacco, Nicotine, & Vaping Prevention
- Alcohol Awareness
- Communicable Diseases
- Personal Safety
- Nutrition
- Tweenage Years

# GRADE 6 - UNIT 1

## SELF MANAGEMENT

### THROUGH HEALTH & ME



**Overview:** This unit will focus on the three components of the Health Triangle (physical health, mental/emotional health, and social health). Students will reflect on their own strengths related to each component of the triangle while constructing a project. Students will also develop personal goals to improve their physical, mental, and social health

### **Performance Assessments:**

Health Triangle Project & Reflection

# GRADE 6 - UNIT 2

## INTERPERSONAL COMMUNICATION THROUGH BULLYING PREVENTION



**Overview:** Students will learn what motivates a bully and how to identify and prevent bullying/cyberbullying through various on-the-spot strategies taught throughout the unit. Through collaborative role play, students will address a bullying situation using the on-the-spot strategies to stop and prevent future bullying

**Performance Assessments:**  
Bullying Prevention Skit Project

# GRADE 6 - UNIT 3

## ADVOCACY THROUGH TOBACCO, NICOTINE, & VAPING PREVENTION



**Overview:** Students will understand the similarities and differences of e-cigarettes (vapes) and cigarettes, as well as why young adults may feel pressured to use these substances. They will learn how nicotine and other chemicals found in these products can impact their short- and long-term health. They will apply their new knowledge and practice the skill of advocacy by creating a Vaping PSA Project in the form of a poster or brochure.

### **Performance Assessments:**

Tobacco and Nicotine Stations

Vaping PSA Project

# GRADE 6 - UNIT 4

## ADVOCACY THROUGH ALCOHOL AWARENESS



**Overview:** Students will gain an understanding of the dangers of underage alcohol consumption/binge drinking and how it affects certain parts of the body. They will also learn about addiction, as it relates to alcohol consumption and the brain. They will practice advocacy skills while designing an Anti-Alcohol Billboard.

**Performance Assessment:**  
Anti-Alcohol Billboard Project



# **GRADE 6 - UNIT 5**

## **ACCESSING VALID HEALTH INFO. THROUGH COMMUNICABLE DISEASES**



**Overview:** Students will practice the skill of accessing valid health information while researching various communicable diseases to create an informational slideshow presentation. They will access information regarding disease symptoms, prevention, and treatment methods.

### **Performance Assessments:**

Communicable Disease Presentation Project

# GRADE 6 - UNIT 6

## SELF-MANAGEMENT THROUGH PERSONAL SAFETY



**Overview:** This unit allows students to practice self-management skills related to their personal safety. Students will analyze various real-world scenarios and create a personal safety plan to address situations that may result in danger in school, at home, and in public places.

**Performance Assessments:**  
Personal Safety Plan

# GRADE 6 - UNIT 7

## SELF MANAGEMENT THROUGH NUTRITION

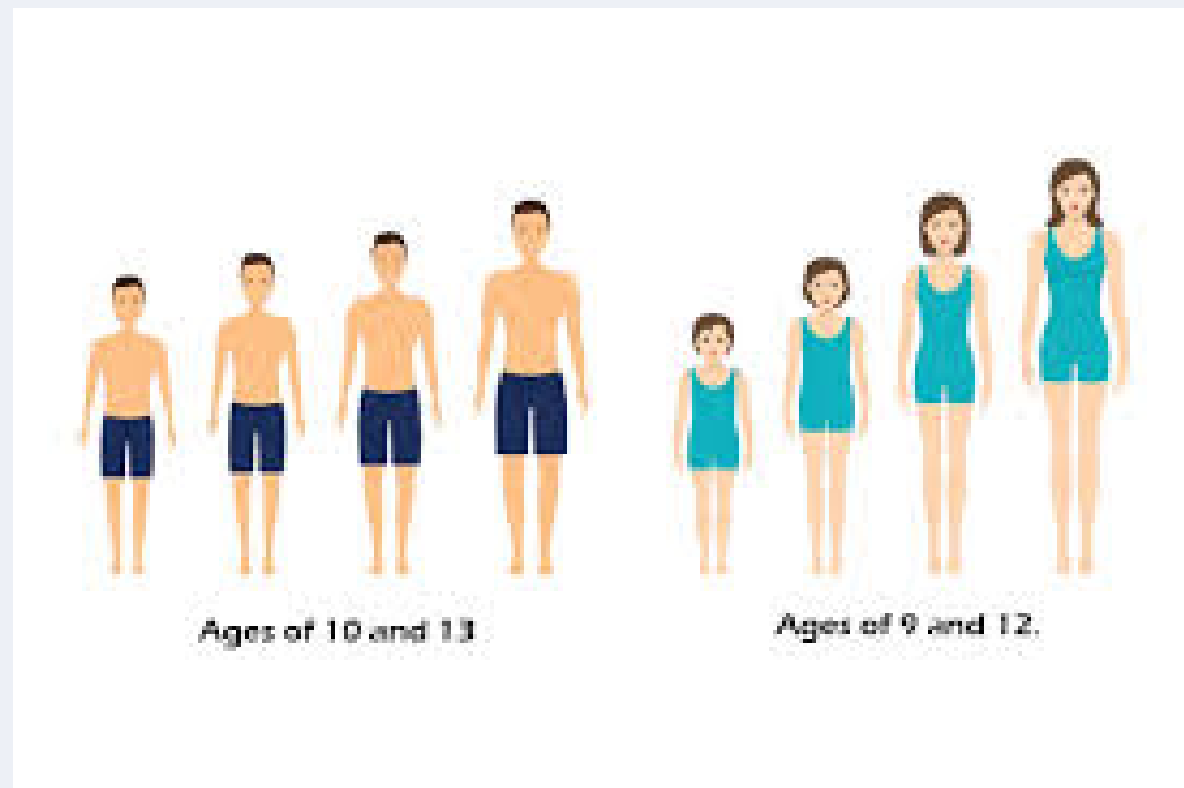


**Overview:** Students will learn about the functions of macronutrients (protein, carbohydrates, & fats). They will also understand the food groups that compromise a healthy, balanced diet. They will practice the skill of self management to create healthy, balanced meals.

**Performance Assessment:**  
Create A Plate Activity

# GRADE 6 - UNIT 8

## SELF MANAGEMENT THROUGH TWEENAGE YEARS



**Overview:** This unit is designed to help students understand the social, emotional, and physical changes they will experience during puberty. They will also explore strategies for managing the emotional and social issues that some experience during puberty and learn how to practice daily self-care/personal hygiene routines.

**Performance Assessment:**  
Personal Hygiene Help Guide

# HEALTH UNITS

## GRADE 7

- Communication Styles
  - Cyberbullying Prevention
  - Mental Health Disorders
  - Non-Communicable Disease Prevention
  - Drug Research
  - Erin's Law
  - Nutrition
- \* *First Aid & CPR* \***

# GRADE 7 - UNIT 1

## INTERPERSONAL COMMUNICATION THROUGH COMMUNICATION STYLES



**Overview:** This unit focuses on different communication styles (aggressive, assertive, passive) and skills students will need to employ during their everyday lives to foster positive relationships. Through the creation of a skit, students will explore how communication styles can influence emotions, attitudes, and outcomes.

**Performance Assessments:**  
Communication Styles Skit

# GRADE 7 - UNIT 2

## ADVOCACY THROUGH CYBERBULLYING PREVENTION



**Overview:** Students will understand what motivates a bully, how to identify cyberbullying, and how to practice internet safety through various strategies taught in this unit. Students will create an informative poster or brochure to advocate for cyberbullying awareness and prevention.

**Performance Assessments:**  
Cyberbullying PSA Project

# GRADE 7 - UNIT 3

## ACCESSING VALID HEALTH INFO. THROUGH MENTAL HEALTH DISORDERS



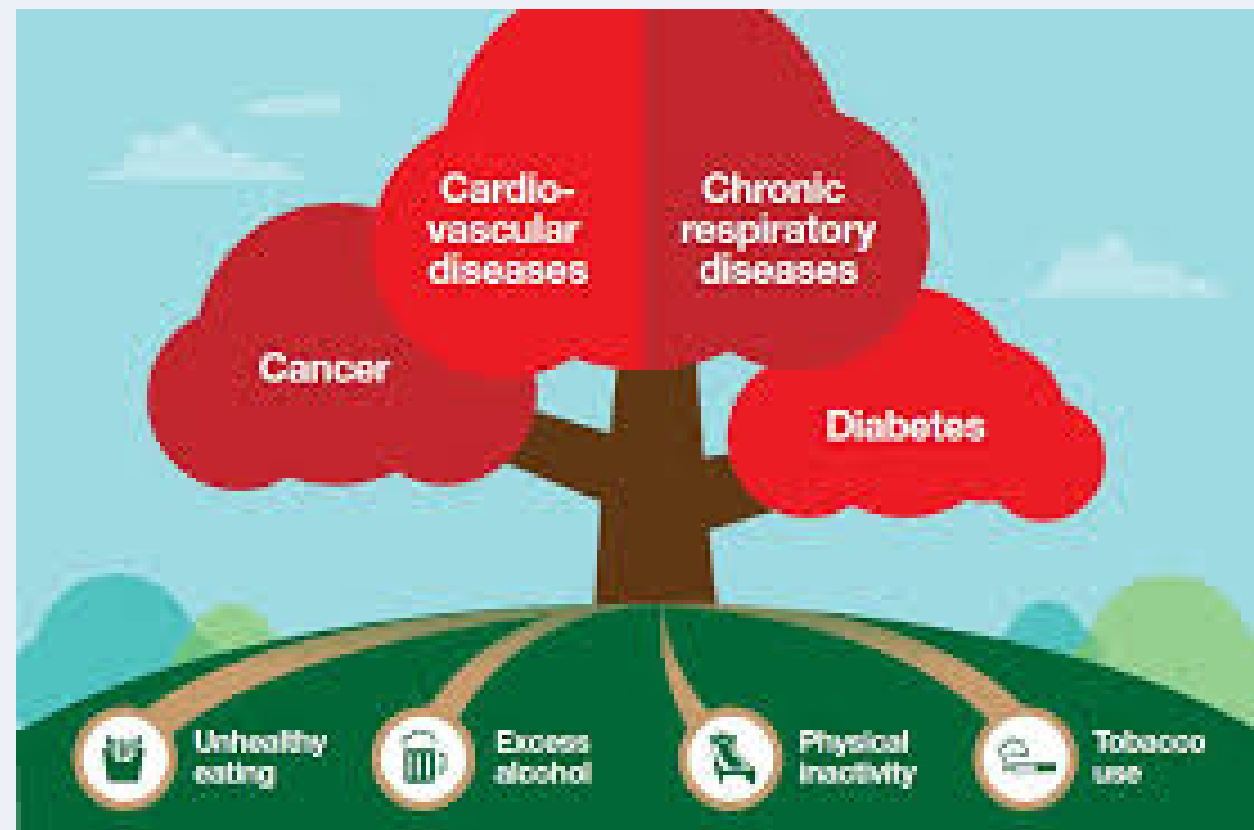
**Overview:** During this unit, students will practice researching specific mental health disorders using valid online resources, such as the WHO and CDC to construct an informational slideshow. These informational slideshows will be presented to the class so that students can learn about various mental and emotional health disorders from their peers.

### **Performance Assessments:**

Mental Health Disorders Research Project

# GRADE 7 - UNIT 4

## SELF-MANAGEMENT THROUGH NON- COMMUNICABLE DISEASE PREVENTION



**Overview:** This unit will focus on the symptoms, prevention methods, and treatment options for various non-communicable diseases. Students will conduct research on a disease of their choosing and develop a brochure/slideshow to present to the class in a “health fair” activity.

**Performance Assessments:**  
Non-Communicable Disease Project

# GRADE 7 - UNIT 5

## DECISION MAKING THROUGH DRUG RESEARCH



**Overview:** This unit focuses on the substance of marijuana, specifically THC products, and how this substance can impact teenage brain development. Students will also understand the facts vs. fiction about the substance.

**Performance Assessments:**  
Drug Research Assignment

# **GRADE 7 - UNIT 6**

## SELF-MANAGEMENT THROUGH ERIN'S LAW



**Overview:** Students will watch a short video to understand what Erin's Law is and how it came about. They will practice self-management skills while responding to various real-world scenarios related to personal safety.

### **Performance Assessments:**

Erin's Law Research

Personal Safety Scenarios



# GRADE 7 - UNIT 8

## SELF-MANAGEMENT

### THROUGH

### FIRST AID & CPR

 CHECK

 CALL

 CARE

**Overview:** During this unit, students will demonstrate skills necessary to provide basic First Aid and CPR (hands-only), as well as the Heimlich Maneuver. They will also learn how to respond to various emergency situations.

#### **Performance Assessments:**

Hands-Only CPR Skill Assessment

First Aid Kit Project

# HEALTH UNITS

## GRADE 8

- Decision Making
- Suicide Awareness & Prevention
- Sexual Harassment/Assault Prevention
- Vaping Prevention
- Alcohol
- **\* Stress Management \***
- STD's/STI's
- The Reproductive System

# GRADE 8 - UNIT 1

## DECISION MAKING



**Overview:** Throughout this unit, students will learn the steps of effective decision-making using the “DECIDE” model and why decision-making is a crucial skill for maintaining a healthy lifestyle. They will have multiple opportunities to practice the skill of decision making while working collaboratively to resolve a variety of real-world scenarios.

### **Performance Assessments:**

Decision Making Scenarios

# **GRADE 8 - UNIT 2**

## ADVOCACY THROUGH SUICIDE AWARENESS & PREVENTION



**Overview:** Students will be able to identify the warning signs & risk factors associated with self-harm and suicidal thoughts. They will learn about several resources that can be used to report a concern about themselves and/or someone they know. At the end of this unit, students will create an advertisement/poster to advocate for suicide prevention and inform the public about resources for help.

**Performance Assessment:**  
Suicide Prevention PSA Project

# **GRADE 8 - UNIT 3**

## **SELF-MANAGEMENT THROUGH SEXUAL HARASSMENT/ASSAULT PREVENTION**



**Overview:** This unit focuses on on the skill of self-management, as it relates to personal safety . Students will learn about the different forms of sexual harassment (physical, verbal, digital) that can occur both in- and outside of school. They will also understand the importance of personal boundaries and consent. Students will practice the skill of self-management by creating a personal safety plan that includes various resources for help & how to handle sexual harassment/assault situations.

### **Performance Assessment:**

Personal Safety Plan

# GRADE 8 - UNIT 4

## ADVOCACY THROUGH VAPING PREVENTION



**Overview:** In this unit, students will research the many harmful effects of vaping, as well as the prevalence of teen vaping in today's society. They will practice the skill of advocacy while creating a Public Service Announcement (PSA) in the form of an anti-vaping commercial/advertisement or podcast episode.

### **Performance Assessments:**

Vaping Research

Anti-Vaping PSA Project

- Commercial, podcast, newspaper article

# GRADE 8 - UNIT 5

## ANALYZING INFLUENCES THROUGH ALCOHOL

PEER PRESSURE



**Overview:** During this unit, students will practice the skill of analyzing influences by considering internal & external factors that can influence an adolescent's decision to drink alcohol and/or engage in binge drinking. Their skill practice will include various real-world scenarios and role play opportunities.

### **Performance Assessments:**

Underage Drinking Scenarios

Alcohol Rap Song

# GRADE 8 - UNIT 6

## SELF-MANAGEMENT THROUGH MENTAL & EMOTIONAL HEALTH



**Overview:** This unit focuses on practicing self-management skills through content related to mental health, specifically dealing with acute stress in healthy ways. Students will research and practice positive coping strategies that they can utilize in their daily lives to manage stressful situations and maintain their mental/emotional health.

**Performance Assessment:**  
Stress Management Project

# GRADE 8 - UNIT 7

## ACCESSING VALID HEALTH INFO. THROUGH STDS / STI'S



**Overview:** In this unit, students will practice the skill of accessing valid health information, while researching sexually transmitted diseases and infections. They will research the transmission, prevention methods, and treatment methods for a variety of STDs/STIs, including HIV/AIDs using “ACCESS” model skill cues.

**Performance Assessment:**  
STD/STI Research

# **GRADE 8 - UNIT 8**

## SELF-MANAGEMENT THROUGH REPRODUCTIVE SYSTEM HEALTH

**Overview:** This unit focuses on the understanding of the anatomy and functions of the male and female reproductive systems. Students will also utilize self-management skills by identifying several practices for maintaining reproductive / sexual health (personal hygiene, regular doctor visits, etc.)

### **Performance Assessments:**

Male Reproductive System Diagram  
Female Reproductive System Diagram  
Personal Hygiene Plan



# PROPOSED COURSE/PROGRAM CHANGE FORM

## Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Health & Physical Education

**Please check appropriate item:**

New Course:  **X - new course**

Revised Course:

Course Title: Unified Physical Education

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

Unified Physical Education (PE) is a fully inclusive and unique program that allows students of varying ability levels to work collaboratively through ongoing fitness, sports, leadership and wellness activities. The Unified PE course heavily emphasizes the social and emotional development of all participants while incorporating physical and intellectual concepts in a fun and meaningful manner. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships. Members of this course will be empowered to help create a positive and more accepting school environment for all students.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

- Studies have linked social connections and involvement in school activities with better academic performance, attendance and behavior for students of all abilities
- A program evaluation completed by UMass Boston found students who participated in Unified Champion Schools were twice as likely to invite a student with ID (intellectual disabilities) to go out with friends or spend time together outside of school, along with all students reporting having more positive experiences in school
- The skill learned and bonds created through the Unified PE course can be applied in and out of school, and are likely to last throughout students' lives

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course has the potential to impact many students at the high school. Unified PE is a fully inclusive program. Half the students in this course will be students with a disability, and the other half will be students without a disability. Students in our current CLC program are the target population for half of the class, but it is open to other identified students who would potentially benefit from the social interaction. Non-disabled students in grades 11 & 12 will have the opportunity to take this course as an elective. All students enter the class on an equitable social footing. Students without disabilities are not meant to

## PROPOSED COURSE/PROGRAM CHANGE FORM

serve as helpers or mentors, but to be equitable classmates. All students should be encouraged to use their unique skills to support each other.

**4. Evaluation – How do you plan to assess the implementation of the proposed new course or the course change?**

Students will be evaluated through a variety of performance assessments and learning activities. A major emphasis of the course is the social and emotional development of all students involved. Assessments, therefore, will be developed to measure the students' growth in these areas. Rubrics and checklists will likely be utilized for both performance assessments and learning activities.

The department leader will utilize both quantitative and qualitative data to evaluate the implementation and sustainability of the course. For example, if we have trouble garnering interest from non-disabled peers, the course may be at risk due to the need for a 1:1 ratio of disabled to non-disabled students. If there is too much interest in the course, an application will be created for non-disabled peers. Multiple strategies will be employed to alert 11th and 12th-graders of this great opportunity. Along with the health & physical education teachers promoting the course, the school counseling department will be briefed so they can share the opportunity with students.

**5. Cost – What are the anticipated costs for staff, textbooks, materials, other?**

There are no costs associated with the creation of this course. Existing personnel and equipment will be utilized.

	YEAR		
	I	II	III
<b>Staff</b>	\$	\$	\$
<b>Textbooks</b>	\$	\$	\$
<b>Materials</b>	\$	\$	\$
<b>Other</b>	\$	\$	\$
<b>TOTAL</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

**Comments:** \_\_\_\_\_

**Principal:**

Approved

Denied

Signature \_\_\_\_\_



**SHS-Technology and Engineering Department**  
*Proposed Changes to Existing Courses*

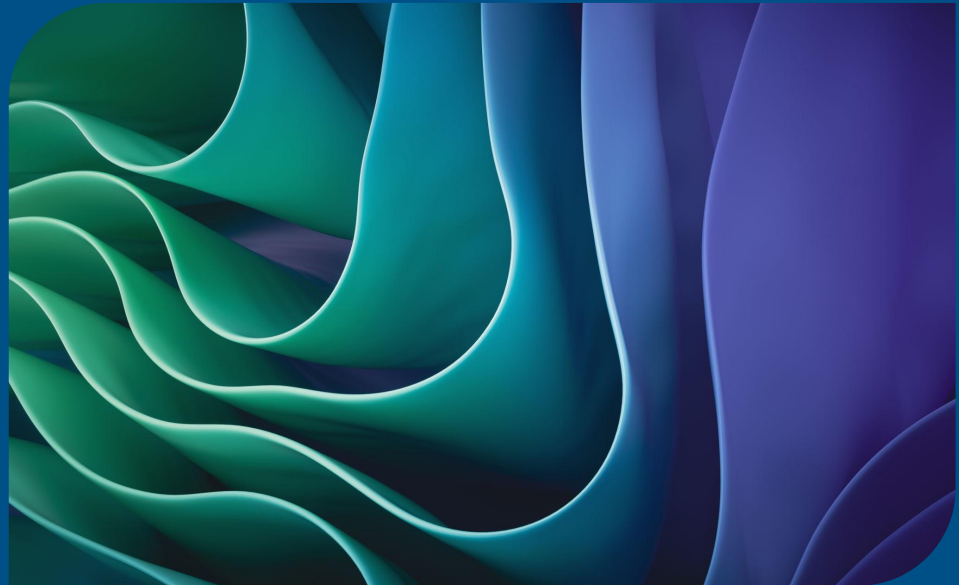
Current Course Title	Proposed Course Title	Key Shifts in Course Content
<p><b>Title:</b> Electricity &amp; Electronics  <b>Grades:</b> 10-12  <b>Length:</b> 1 semester  <b>Credit:</b> 0.5 credits</p>	<p><b>Title:</b> Electrical Applications for STEM  <b>Grades:</b> 11-12  <b>Length:</b> 1 semester  <b>Credit:</b> 0.5 credits, 3 CCSU credits</p>	<ul style="list-style-type: none"> <li>● The course will allow students who successfully complete it to receive 3 credits from CCSU, and it also fulfills a lab science requirement within the CSU system.</li> <li>● Concepts of electricity and electronics, including circuits, current/voltage/resistance measurement, as well as computer simulation and bread-boarding will remain the same.</li> <li>● One change that needs to be made is that a teaching unit will be added into the course, where students will explore and teach the class about a specific topic/circuit.</li> <li>● One of the hands-on projects throughout the course will focus on Go Baby Go, which is a national, school-based program that adapts battery-powered ride-on toy cars, making them accessible for children with limited mobility.</li> </ul>
<p><b>Summary of Changes:</b></p> <ul style="list-style-type: none"> <li>● The proposed course adjustments will create an opportunity for students to expand their options of concurrent enrollment courses in the Technology &amp; Engineering field, as well as hopefully broaden the number of students that take our classes. Core content will remain unchanged, while a new teaching unit will be added in. Additionally, this course will connect to the Go Baby Go program which will be impactful in our Southington community.</li> </ul>		

# Proposed Course Changes

Electricity & Electronics



Electrical Applications in STEM  
3 CCSU Credits



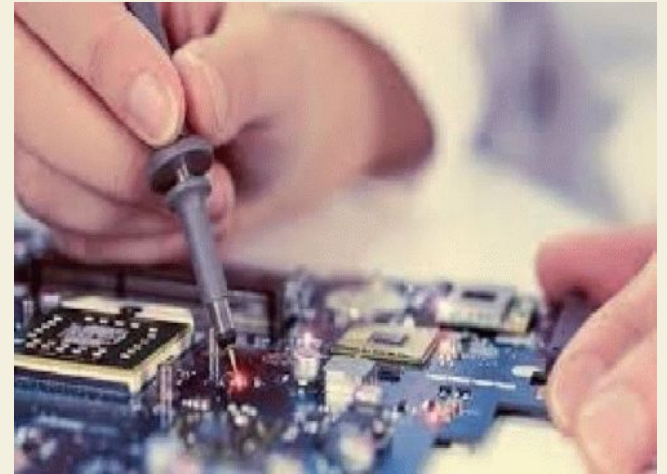
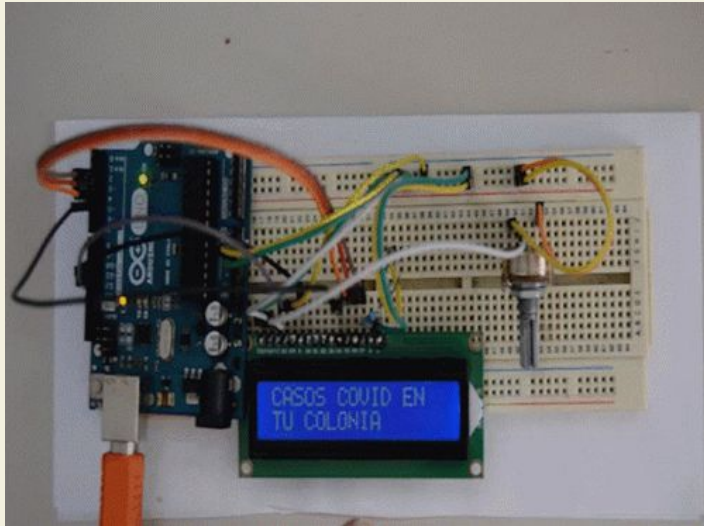
# Key Benefits of Changes

- Students who successfully complete this course will receive 3 credits from CCSU, which are transferable among all CT state colleges and universities.
- This course also fulfills a lab science requirement at CCSU



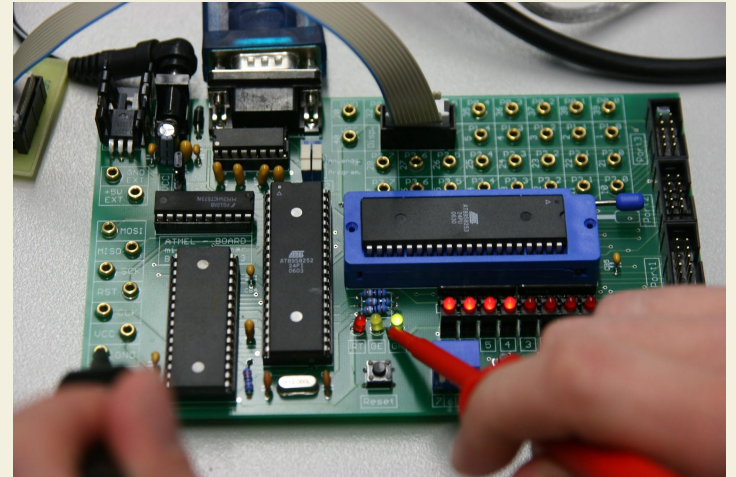
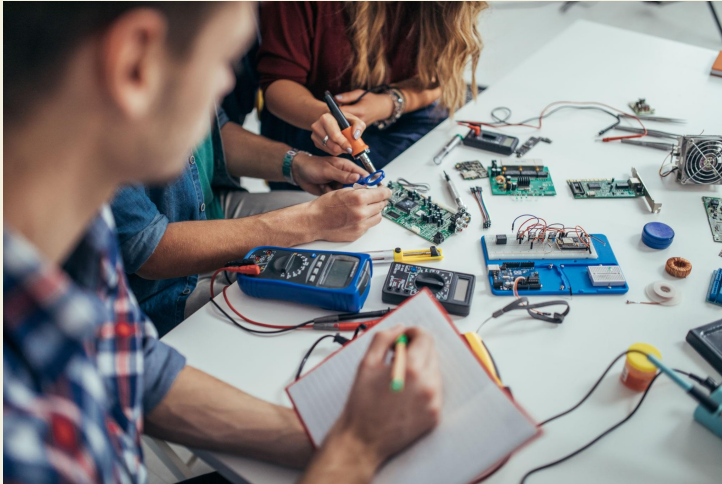
# What Stays the Same

- Concepts of electricity and electronics, including circuits, current/voltage/resistance measurement, as well as computer simulation and bread-boarding will remain the same.



# What Will Be Different

- A teaching unit will be added into the course, where students will explore and research, and teach the class about a specific topic/circuit.



# What Will Be Different

- One of the hands-on projects throughout the course will focus on Go Baby Go, which is a national, school-based program that adapts battery-powered ride on toy cars, making them accessible for children with limited mobility.



# Summary of Changes

- Create an opportunity for students to expand their options of concurrent enrollment courses in the Technology & Engineering field
- Broaden the number of students that take our classes.
- Core content will remain unchanged, while a new teaching unit will be added in.
- Connect to the Go Baby Go program which will be impactful in our Southington community.