



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics Interpersonal Relationships Curriculum

Course Description: Interpersonal Relationships encourages self-examination and critical thinking relative to adult living. Areas of study include understanding oneself and others, dating, long-term committed relationships, family systems, financial responsibility, parenting, and the life cycle. The course content encourages the development of the skills necessary for successful relationships in today's changing world.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5 weeks	Communication	Topic 1: Careers Topic 2: Leadership Development Topic 3: Conflict Resolution Topic 4: Communication Styles
6 weeks	Relationships	Topic 1: Dating Topic 2: Marriage
7 weeks	Family	Topic 1: Parenting Topic 2: Families in Transition Topic 3: Finances

**This document contains the entire High School Interpersonal Relationships curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics Interpersonal Relationships class.*

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards

Unit 1: Communication

Subject: Life Skills

Grade: 11-12

Name of Unit: Communication

Length of Unit: 5 weeks

Overview of Unit: This unit will help students to learn how to demonstrate communication skills that can contribute to positive relationships in their family, community and career.

Priority Standards for unit:

- NSFACS: 13.3 Demonstrate communication skills that contribute to positive relationships.
- NSFACS: 13.4 Evaluate effective conflict prevention and management techniques.
- NSFACS: 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Communication skills that contribute to positive relationships	Demonstrate	Analyze	3
Effective conflict prevention and management techniques	Evaluate	Evaluate	4
Teamwork and leadership skills in the family, workplace, and community	Demonstrate	Analyze	4

Essential Questions:

1. How do you function and communicate in relationships with your family, community or in work settings?
2. Why is it important to communicate effectively?
3. How can effective communication techniques be useful in multiple work situations?

4. How can effective conflict management be useful in family, community or work settings?

Enduring Understanding/Big Ideas:

1. Effective communication is essential to a healthy relationship in family, work and community settings.
2. Communicating ideas effectively is essential to successful interactions with others.
3. Communicating to others with different communication styles in different work situations.
4. Decision making and problem-solving skills help to manage and reduce conflict

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Resources, Negotiation, Entrepreneurs, Socialization	<ul style="list-style-type: none">• Authoritarian, Reflecting

Topic 1: Careers

Engaging Experience 1

Title: Career Exploration

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- NSFACS: 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will select one career to research using multi-media resources. Students will present their research using a multi-media presentation containing education, salary and job outlook for growth.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 2: Leadership Development

Engaging Experience 1

Title: Leadership Development

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- NSFACS: 13.5 Teamwork and leadership skills in the family, workplace, and community.

Detailed Description/Instructions: Students will develop a lesson plan on a leadership characteristic and teach it to the class. Student will create an activity and a visual aid to use while presenting.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 3: Conflict Resolution

Engaging Experience 1

Title: Conflict Resolution

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 13.4 Effective conflict prevention and management techniques.

Detailed Description/Instructions: Students will develop a scenario/skit that will involve a conflicting situation. The scenario will be acted out in groups or individually. Student's peers will evaluate the scenario pointing out the conflict and how it could be handled differently.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 4: Communication Styles

Engaging Experience 1

Title: Communication Styles

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 13.3 Demonstrate communication skills that contribute to positive relationships.

Detailed Description/Instructions: Students will complete a paper and pencil self-assessment evaluation on themselves. Once completed students analyze the results of the assessment to figure out their communication style. Students will then research their type of communication styles to see the healthy and unhealthy benefits of that communication.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Student will develop a resume, practice interviewing skills, and write a cover letter for the occupation they have selected by searching for a vacancy in the field they chose. These documents can be factual or fictional depending on using a career that they may want in the future.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Careers	Career Research	Students will select one career to research using multi-media resources. Students will present their research using a multi-media presentation containing education, salary and job outlook for growth.	3 days
Leadership Development	Leadership Lesson Plan	Students will develop a lesson plan on a leadership characteristic and teach it to the class. Student will create an activity and a visual aid to use while presenting.	5 days
Conflict Resolution	Conflict Management Scenario/Skit[s]	Students will develop a scenario/skit that will involve a conflicting situation. The scenario will be acted out in groups or individually. Student's peers will evaluate the scenario pointing out the conflict and how it could be handled differently.	2 days
Communication Styles	Communication Style Assessment	Students will complete a paper and pencil self-assessment evaluation on themselves. Once completed students analyze the results of the assessment to figure out their communication style. Students will then research their type of communication styles to see the healthy and unhealthy benefits of that communication.	2 days

Unit 2: Relationships

Subject: Interpersonal Relationships

Grade: 11-12

Name of Unit: Relationships

Length of Unit: 6 weeks

Overview of Unit: Within this unit students will be introduced to various types of relationships, their functions and expectations. Students will look at the differences in stable and unstable relationships as well as factors that contribute to healthy and unhealthy relationships.

Priority Standards for unit:

- NSFACS: 13.1 Analyze functions and expectations of various types of relationships.
- NSFACS: 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- NSFACS 13.6 Demonstrate standards that guide behavior in interpersonal relationships.

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Functions and expectations of various types of relationships	Analyze	Analyze	3
Personal needs and characteristics and their effects on interpersonal relationships	Analyze	Analyze	4
Standards that guide behavior in interpersonal relationships	Demonstrate	Apply	3

Essential Questions:

1. Why is it important to know the difference between a healthy and unhealthy relationship?
2. Why is it important to know the effects of activity on lifestyle?
3. How does critical thinking and evaluating of oneself apply in selecting and maintaining a good marriage partner?

Enduring Understanding/Big Ideas:

1. There are recognizable characteristics of healthy and unhealthy relationships, such as conflict management behaviors, methods of communication and compromising techniques.
2. Understanding the effects of sexually transmitted infections on a relationship. What consequences can having an STI do to a relationship and the lifelong potential of dealing with a STI?
3. It is important for one to have the ability to evaluate the qualities desired in a significant other. Relationships of all types should include positive aspects. If a relationship is lacking healthy characteristics or has overwhelming amounts of negative characteristics, then the relationship[s] should be evaluate and decide if it is something they want to maintain in their life

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Family Systems, Scapegoating	<ul style="list-style-type: none">• Homogamy, Alimony, Complementary qualities, Marital adjustment, Civil ceremony

Topic 1: Dating

Engaging Experience 1

Title: Dating Presentation

Suggested Length of Time: 8 days

Standards Addressed

Priority:

- NSFACS: 13.1 Analyze functions and expectations of various types of relationships.
- NSFACS: 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- NSFACS 13.6 Demonstrate standards that guide behavior in interpersonal relationships.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After instruction and discussion on dating students will create a presentation. For this project they will be in a group of 2-4 people. Students will choose a time frame, research what dating and marriage was like during that time frame, create and prepare an oral presentation with a visual aid.

Bloom's Levels: Analyze

Webb's DOK: 3, 4

Rubric: See below

“History of Dating” Presentation Rubric					
Group Members					
	Beginning	Developing	Accomplish ed	Exemplary	Score
	0-3 points	4-6 points	7-9 points	10 points	
Participation	One main speaker; little participation from other group members	Most group members participate; unequal contributions	All group members have significant participation	Well-balanced participation by all group members	
Information (x3)	Minimal information presented	Some information given; not complete or inaccurate	Complete, accurate information given	Complete, accurate, well-organized presentation of information	
Visuals (Graphs, charts, pictures, etc.)	No visuals	Weak visuals that do not contribute to audience’s understanding	Adequate visuals	Interesting, original, factual, colorful visuals	
Delivery	Poorly organized, hesitant, shows lack of rehearsal	Some organization and rehearsal	Good organization. Smooth. Obviously rehearsed.	Very professional, polished. Confident. Excellent flow	
Time	No audience eye contact, no interaction, and distracting mannerisms	Very little eye contact, little interaction, and relies heavily on notes	Good eye contact, interaction, and only somewhat dependent on notes	Excellent eye contact, interaction, and minimal reliance on notes	
	More than 3 minutes outside time frame	2 minutes outside time frame	1 minute outside time frame	Within 5-10 minutes	
Comments:					Total:

Topic 2: Marriage

Engaging Experience 1

Title: Marriage Project

Suggested Length of Time: 10 days

Standards Addressed

Priority:

- NSFACS: 13.1 Analyze functions and expectations of various types of relationships.
- NSFACS: 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- NSFACS 13.6 Demonstrate standards that guide behavior in interpersonal relationships.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After group discussion on marriage, students will be assigned partners to complete the marriage project. They will complete interest inventories, qualities they look for in a mate, education preferences, and family values. Then they will compare their responses to determine if they are compatible and how they will handle conflict. Next they will plan their wedding on a budget and create a presentation to share with the class. **RESOURCE MODIFICATION:** Students will complete interest inventories and participate in a discussion about preferences and values.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students are presented with scenarios in which choices about sexual health must be made. The scenarios will be designed to give students some practice in making choices that will influence their future sexual health. For example, should you be alone with a boy at their house while their parents are gone.

Students will develop a matrix or a Venn diagram describing healthy and unhealthy characteristics of a relationship. Students will be presented with testimonies of marital relationships and determine what the healthy and unhealthy characteristics would be for that stories.

RESOURCE MODIFICATION: School Social Worker Presentation on choices about sexual health.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Dating	Dating Presentation	After instruction and discussion on dating students will create a presentation. For this project they will be in a group of 2-4 people. Students will choose a time frame, research what dating and marriage was like during that time frame, create and prepare an oral presentation with a visual aid.	8 days
Marriage	Marriage Project	After group discussion on marriage, students will be assigned partners to complete the marriage project. They will complete interest inventories, qualities they look for in a mate, education preferences, and family values. Then they will compare their responses to determine if they are compatible and how they will handle conflict. Next, they will plan their wedding on a budget and create a presentation to share with the class.	10 days

Unit 3: Family

Subject: Life Skills

Grade: 11, 12

Name of Unit: Family

Length of Unit: 7 weeks

Overview of Unit: This unit explores the parenting aspect from prenatal to birth, with researching birth defects and how families transition through the lifecycle with learning how to budget for such needs.

Priority Standards for unit:

- NSFACS: 6.1 Analyze the effects of family as a system on individuals and society.
- NSFACS: 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The effects of family as a system on individuals and society	Analyze	Analyze	4
The effects of diverse perspectives, needs, and characteristics of individual and families	Evaluate	Evaluate	4

Essential Questions:

1. How would you nurture and take care of a baby in a prenatal stage?
2. How can coping skills be used in dealing with a family in a crisis?
3. Why and how are strategies used to create a budget?

Enduring Understanding/Big Ideas:

1. Adequate parental care is important for the development of the baby and the health of the mother, by knowing the stages of delivery, basic information on caring for an infant and how to care for self pre- and post-delivery.
2. The use of coping skills helps families in crisis make adjustments, by learning how to apply those coping skills in different types of situations.
3. How to create and maintain a budget is an important part of family financial planning for couples to be successful in reaching their lifelong goals.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Accommodation, Repossessed	<ul style="list-style-type: none">• Amniocentesis, In vitro fertilization, Lamaze, Leboyer, Ultrasound, Middlescence, Bonding

Topic 1: Parenting

Engaging Experience 1

Title: Birth Defects

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- NSFACS: 6.1 Analyze the effects of family as a system on individuals and society.
- NSFACS: 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will be researching a specific birth defect. They may choose to work alone on this project/lesson or in groups of no more than 3 (NO EXCEPTIONS) they will be gathering information and then creating a lesson plan to convey the information to the rest of the class. Students will need to gather information from a variety of sources that will answer the following questions:

FOR EACH QUESTION- MAKE SURE TO PROVIDE AN EXPLANATION AND DETAILS (do not just repeat the question during your lesson and then give a few words or a one word answer)

- What is the birth defect you are researching? – a brief description.
- How common is the defect/disorder?
- Who is most likely affected?
- What causes the defect/disorder? Can it be prevented?
- Is it inherited? Does the environment play a role?
- What are the symptoms? How does this affect the person's abilities?
- Do children with the defect/disorder have medical problems?
- How is the defect/disorder diagnosed?
- When is testing recommended for this defect/disorder?
- What tests are recommended to confirm this defect/disorder?
- Can the defect/disorder be diagnosed before birth?
- How is the defect/disorder treated?
- What is the quality of life and life expectancy of patients diagnosed with this defect/disorder?

- Where can you get additional information on the defect/disorder? (Are there support groups for parents and patients?)
- If genetic, is there research being done on this disorder? Are there any hopes of cure or prevention in the near future?
- If environmental, is there any way to reverse the effects? Is there any hope of a cure in the near future?

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 4

Topic 2: Families in Transition

Engaging Experience 1

Title: Families in Transition Storyline

Suggested Length of Time: 8 days

Standards Addressed

Priority:

- NSFACS: 6.1 Analyze the effects of family as a system on individuals and society.
- NSFACS: 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: There are six different cycles that most families go through. For this assignment, students will need to use their creativity to develop a storyline about a family who goes through each stage of the family life cycle. To create your book you will use <https://www.storyjumper.com/>

Create your story book using the following information:

- Must be at least 3 or more characters in story
- Storyline must flow and make sense
- Grammar, Spelling & Punctuation must be correct
- Storyline must come full circle at end
- Storyline needs to include ALL six stages of the family life cycle

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 4

Rubric: See below

Guidelines	Exemplary 10 points	Accomplished 5 points each	Developing 2 points each
-------------------	--------------------------------	---------------------------------------	-------------------------------------

Book contained 35 pages	Pages of book meet the full criteria	Pages of book were half of the criteria	Pages of book were one fourth of the criteria
Book Title	Title was present and relevant	Title was vague and/or missing	
Table of Contents	Table of contents included all the information needed to use the book	A few facts given for the content page	Missing pertinent facts for the content page.
Chapters of book	All chapters of the book were included – total of 6 chapters	Missing chapters of the book – up to four chapters	Missing a lot of the chapters of the book – up to two chapters
Illustrations	Each chapters gave an illustration that was useful in the information, & not cartoon like	Some chapters gave an illustration that was useful or the pictures given were cartoon like	Less than three illustrations given and/or the illustrations were cartoon like and not very useful
Information	Each chapter meet the criteria of information.	Chapters missing one or more pieces of criteria for the information	Several chapters were missing criteria for the information
Book	Layout is clear and easy to follow, has a consistent design theme. Headers and fonts contribute to the overall understanding and flow of the information/eye moves from topic to supporting details	Most pages of layout are simple enough to follow the information. Title and fonts are hard to follow/not an easy flow.	Layout is cluttered or confusing. Pages have different look and do not flow easily.
Glossary	A glossary with 24 key words defined	A glossary with 12 key words defined	A glossary with 6 key words defined
Grammar	No errors in spelling and/or sentence structure	Two to four spelling and/or sentence structure errors	Five or more spelling and/or sentence structure errors
Citations	Student cited six sources correctly using easybib.com/MLA	Student cited three sources and/or did not cite correctly.	Student had two pieces of information cited and/or it not cited correctly.

TOTAL POINTS FOR STORYJUMPER BOOK: _____ **points** /100 -

Topic 3: Finances

Engaging Experience 1

Title: Budgeting

Suggested Length of Time: 10 days

Standards Addressed

Priority:

- NSFACS: 6.1 Analyze the effects of family as a system on individuals and society.
- NSFACS: 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Supporting:

- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Using Zunal.com students will complete a budget webquest. Now that you are in the working world, you must create a personal budget. You have nothing! You must rent an apartment, buy a car, purchase car insurance and renter's insurance, as well as budgeting for other expenses. You will also have a student loan to pay off, because your post high school education was your responsibility! You **must** include the following:

Fixed Expenses:

- * Rent/month
- * Renter's insurance
- * Monthly car payment
- * Car insurance
- * Car registration (once/year)
- * Car inspection (once/year)
- * Credit Card
- * Monthly cell phone
- * Cable or satellite TV
- * Sewer
- * Monthly student loan payment
- * Monthly savings
- * Emergency fund

Flexible Expenses

- * Monthly groceries
- * Electricity
- * Water
- * Garbage pick-up
- * Gas for car
- * Snacks
- * Restaurants

- * Clothing

- * Entertainment; Movies, video rental, sporting events, etc.

- * Vacations

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be paired into couples to use as simulation as married. Through these simulations the couple will have to develop a budget for them to be successful. The couple will have a child and figure the cost of the child's need for their first year of birth. The couple will also research the life cycle and determine the cost of aging parents that need to be placed in an assisted living facility.

RESOURCE MODIFICATION: Students will complete this activity individually.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Parenting	Birth Defects	Students will be researching a specific birth defect. They may choose to work alone on this project/lesson or in groups of no more than 3 (NO EXCEPTIONS) they will be gathering information and then creating a lesson plan to convey the information to the rest of the class. Students will need to gather information from a variety of sources.	10 days
Families in Transition	Families in Transition Storyline	There are six different cycles that most families go through. For this assignment, students will need to use their creativity to develop a storyline about a family who goes through each stage of the family life cycle.	8 days
Finances	Budgeting	Using Zunal.com students will complete a budget webquest. Now that you are in the working world, you must create a personal budget. You have nothing! You must rent an apartment, buy a car, purchase car insurance and renter's insurance, as well as budgeting for other expenses. You will also have a student loan to pay off, because your post high school education was your responsibility!	10 days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.