

Grade Band 9-12



Lesson Plans

Music/Art/PE/World Languages Lesson Plans _____ 1

CTE Lesson Plans _____ 12



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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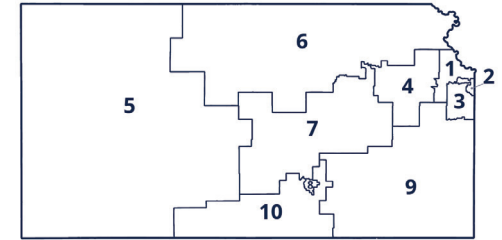


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Music/Art/PE/World Languages Lesson Plans

Instructional Example:

Digital Portfolio for Music Students

Students will create a website that showcases them as a performer. The website could be used for college applications, job interviews, scholarship applications and auditions.

Competencies Addressed:

Music: MUS.HS 4.1, MUS.HS 4.2, MUS.HS 5.1, MUS.HS 6.1, MUS.HS 6.2

Dance: DNC.HS 2.2

Theatre: THR.HS 2.1, THR.HS 2.2

Information Technology (IT): IT.HS 1.1

Social-Emotional Character Development (SECD): SECD.HS 1.3, SECD.HS 1.5, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 3.4, SECD.HS 6.3

Elements of High-Quality Instruction

- Establish attainable/rigorous Goals.
- Project Based Learning Model.
- Purposeful questions.
- Use prior knowledge to build and scaffold project.
- Active student engagement and collaboration.
- Connect core concepts.
- Student voice and choice throughout instruction process.
- High expectations for all.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.

- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.

Elements of Cross-Curricular Collaboration

- Business-resumé building
- Multimedia-recording studios
- Business-website creation
- Photography-headshots
- Theatre-dance

Who might be your collaboration partners?

- Business teachers
- Recording studios
- Professional photographers
- Dance teacher/choreographer

- CTE teachers

Workflow (*Milestones of Learning*)

- Create a website domain.
- Draft/Revise/Edit resume.
- Select and record or download previous performances.
- Finished website published.

Showcase of Student Learning (*End Product*)

- Students will have a finished website that will include a headshot, resume, and examples of their work.

Accommodations/Modifications Considerations

- Students could have their website in their native language, and it could be translated to English.
- Set specific goals for students to help them meet deadlines.
- Give students one on one assistance to prepare their website.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

9-12 Learning Environment Considerations

(On-site, Hybrid, or Remote)

It is important to front load, organize and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Compose a Song from a poem or other literary work

Competencies Addressed:

Music: MUS.HS 1.1, MUS.HS 2.1, MUS.HS 2.2, MUS.HS 3.2, MUS.HS 3.3, MUS.HS 4.2, MUS.HS 5.2, MUS.HS 5.3, MUS.HS 6.1

English Language Arts (ELA): ELA.HS 4.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 6.3

Elements of High-Quality Instruction

- Establish Goals.
- Share quality examples of good literature.
- Support Students with chord progressions.
- Support Student Struggle.
- Allow for student voice and choice.
- Active student engagement and collaboration.
- Make connections about chord structure and melodic lines.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other

media.

Elements of Cross-Curricular Collaboration

- **ELA:** The use of poetry in song-writing.
- **Music:** How to combine instruments and a melody vocal line.

Who might be your collaboration partners?

- All music teachers in the building
- ELA teachers
- Media Arts Professional
- Composers

Workflow (*Milestones of Learning*)

- Select a poem or literary work and choose the lyrics that will be used.
- Write a melody line to follow the lyrics.
- Write the chord structure for the melody line.
- Write an instrumental accompaniment.
- Final Product.

Showcase of Student Learning (*End Product*)

- Students will have a song written with instrumentation.
- Students will record their song using a variety of presentation platforms.

Accommodations/Modifications Considerations

- Students may choose a piece of poetry from their native language.
- Teachers can use a music writing program that will play the music as the student puts a note onto a staff.
- Students can sing the part they would like to have written, and the teacher can write the musical score for them. (dictation)

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Learning Environment Considerations

9-12 Learning Environment Considerations (*On-site, Hybrid, or Remote*)

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Instructional Example:

Google Street Views Inspired by Artist Jacqui Kenny

Students will research and learn about the work and process of contemporary photographer Jacqui Kenny. .

Competencies Addressed:

Visual Arts: VA.HS 1.1, VA.HS 1.2, VA.HS 2.1, VA.HS 3.1, VA.HS 3.2

SECD: SECD.HS 1.5, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 3.4

Elements of High-Quality Instruction

- Students are empowered by choice in choosing where they travel and the compositions they create.
- Provide opportunities to travel virtually.
- Active student engagement.
- Create cross curricular connections.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.

- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).

Elements of Collaboration

- Analysis of geographical context.
- Analysis of architectural styles.
- Cultural implications.

Who might be your collaboration partners?

- Classmates
- Parents
- Teachers
- Art student from other schools

Workflow (*Milestones of Learning*)

- Students read an Article from Artsy about artist/photographer Jacqui Kenny to understand her aesthetic.
- Students use Google Street View and/or Google Earth to travel the world.
- Students use the icons in the lower right hand corner to navigate. (The standing man icon takes them to street view (or they can simply search "Google Street View" to begin.)
- Students take screenshots (shift + command + 4) after composing successful compositions.
- Students edit their work in Snapseed (or similar editing program).
- When finished, students can share their finished images into the media album in the Week 3 Folder so your classmates can view them.

Showcase of Student Learning (*End Product*)

- Students will submit an image(s) of their final work inspired by Jacqui Kenny. The finished product can be shared online, in the school newspaper, or printed for a local display.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

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Learning Environment Considerations

9-12 Learning Environment Considerations

(On-site, Hybrid, or Remote)

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Instructional Example:

Big Paper, Silent Chat

Students will discuss an artwork with non-verbal communication, asking questions and making observations. After a specified amount of time students begin verbal discussion.

Competencies Addressed:

*Visual Arts: VA.HS 1.1, VA.HS 1.2, VA.HS 2.1, VA.HS 4.1 VA.HS 4.2, VA.HS 4.3, VA.HS 5.2
SECD: SECD.HS 1.1, SECD.HS 1.5, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.6, SECD.HS 2.7, SECD.HS 3.4, SECD.HS 3.5, SECD.HS 4.2, SECD.HS 4.3, SECD.HS 4.4*

Elements of High-Quality Instruction

- Content is selected and explored in ways that foster and reflect an understanding of multiple perspectives and critical issues.
- Students learn new information in different ways—inquiry, investigation, presentation, etc.
- Students have choices about how they demonstrate their learning.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in the virtual community.
- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:

- How, when and who to ask for help.
- Can utilize resources available.
- Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.
- Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.
- Evaluate how behavior choices affect goal success.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze the accuracy of facts/information/interpretation and evaluate logical and emotional appeals
- Apply effective listening skills in a variety of settings and situations and recognize barriers to effective listening

Elements of Collaboration

- Speech
- Language Arts
- Museums
- Social Studies
- History

Who might be your collaboration partners?

- Museum Educators
- Guest Speakers
- Classmates
- Other Teachers

Workflow (*Milestones of Learning*)

- Students are given an artwork to write down questions and observations as a group (non-verbal)
- Students then discuss their thoughts and ideas with their group members (Verbal discussion)
- Students research their artwork to answer any questions that arose during discussion
- Creation of a presentation of student choice on their artwork
- Deep understanding of the artwork.
- Understanding of artist intent.
- Listen and discuss differing viewpoints.
- Sharing with classmates various student interpretations as well as artist intent.

Elements of Collaboration

- Artwork may be from student's country of origin
- Allow oral presentation
- Pair ELL students together

Showcase of Student Learning (*End Product*)

- Para Support
- Work with classmates
- Adapt written portion to reflect IEP

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

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Learning Environment Considerations**9-12 Learning Environment Considerations**
(On-site, Hybrid, or Remote)

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative

Instructional Example:

Fine Art Reproductions

Students will find a famous artwork and recreate it through found objects, costumes, and props. Students will recreate the famous artwork through a photo. Students will submit their photographic reproduction through media of their choice (webpage, blog, written letter, news article, PowerPoint slide, or other media of choice), describing their photo from the viewpoint of either the artist or the subject in the painting.

Competency Codes Addressed:

Visual Arts: VA.HS 1.1, VA.HS 2.1, VA.HS 3.1, VA.HS 3.2, VA.HS 4.1, VA.HS 4.2

Media Arts: MA.HS 1.2, MA.HS 1.3, MA.HS 2.2, MA.HS 3.2, MA.HS 4.2

Theatre: THR.HS 2.1, THR.HS 2.2, THR.HS 4.2
History, Government and Social Studies (HGSS): HGSS.HS 5.1, HGSS.HS 6.1

SECD:SECD.HS 2.1, SECD.HS 2.4, SECD.HS 2.7, SECD.HS 2.8, SECD.HS 3.5, ECD.HS 4.8

Elements of High-Quality Instruction

- Students are empowered to use and move around the learning environment in ways that support their learning.
- Support Student Struggle.
- Active student engagement and collaboration.
- Make connections between art history and their own world.
- Purposeful questions.
- Use prior knowledge to build and scaffold project.
- Active student engagement and collaboration.
- Connect core concepts.

- Student voice and choice throughout instruction process.
- High expectations for all.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Evaluate situations that are safe and unsafe and how to avoid unsafe practices.
- Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate how behavior choices affect goal success.
- Evaluate factors, like personal habits and meaningful practice, and how those factors lead to the achievement of school and personal goals.

Elements of Collaboration

- **History:** Research for accuracy of materials.
- **Media Arts:** Assist with design and presentation.
- **Theater:** Research accuracy of materials and presentation.

Who might be your collaboration partners?

- Family Members
- Theater Instructor
- Classmates

Workflow (*Milestones of Learning*)

- Students will research fine art reproductions
- Students will gather props and costumes
- Students will recreate the artwork so that it is recognizable as a stand alone photo
- Students will research their artist/artwork and create a presentation to share with their class
- Students will incorporate their photo and reproduction in their presentation

Showcase of Student Learning (*End Product*)

Students will submit a photo that incorporates knowledge of the artist. The finished product can be shared online, in the school newspaper, or printed for a local display.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

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Learning Environment Considerations**9-12 Learning Environment Considerations**

(On-site, Hybrid, or Remote)

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

World Language Fair

This project is designed to be relevant in any World Language classroom. Students will be posed with the following question. “Why is it important to learn a second language?”

Competency Codes Addressed:

World Languages: WL.N.HS 2.1, WL.N.HS 2.2, WL.N.HS 2.3, WL.N.HS 2.4, WL.I.HS 2.1, WL.I.HS 2.2, WL.I.HS 2.3, WL.I.HS 2.4

Dance: DNC.HS 1.1, DNC.HS 1.2, DNC.HS 2.1, DNC.HS 2.2, DNC.HS 3.1, DNC.HS 3.2

SECD: SECD.HS 1.1, SECD.HS 1.2, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 2.9, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.4, SECD.HS 4.5, SECD.HS 4.6, SECD.HS 5.2, SECD.HS 5.3, SECD.HS 5.4, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6, SECD.HS 6.8, SECD.HS 6.9

Elements of High-Quality Instruction

- Student choice.
- Timely, specific, and varied feedback.
- Analysis and evaluation of sources.
- Opportunities to revise based on new learning.
- Scaffolding and breaking down tasks into manageable chunks.
- Solving complex problems.
- Real-world relevance and transfer.
- Student collaboration.
- Connecting knowledge across content areas.
- Analysis of primary and secondary sources.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in a virtual community.

- Expectations of good character in a virtual setting.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies.
- Analyze the consequences/outcomes of logical fallacies, bias, hypocrisy, and contradiction ambiguity, distortion and rationalization.
- Analyze civil/democratic, environmental and personal responsibilities to self and others.
- Demonstrate empathy in a variety of settings, contexts and situations.
- Practice empathy for others and can differentiate between the factual and emotional content of a person’s communication.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Evaluate how advocacy for the rights of others contributes to the common good.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.
- Develop an understanding of relationships within the context of networking and careers
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

Elements of Cross-Curricular Collaboration

- History
- CTE-FCS, Business, AFNR, etc.
- Other World Languages
- ELA,
- Communications
- Speech
- Debate
- Science
- Business

Who might be your collaboration partners?

- Classmates and other teachers.
- Parents and/or guardians.
- Local community members.
- Workplace professionals from a variety of fields, depending on the interests of the students.
- Local bodies of government (city, county, state).
- Other educational partners/stakeholders.

Workflow (*Milestones of Learning*)

- Students are asked the question “Why did you decide to learn a new language?”. Answers are then shared with the teacher and their classmates allowing for discussion
- Students are then introduced to the project (with context) and posed with the question “Why is it important to learn a second language?”. Teachers can allow for class brainstorming if that works best for their group of students
- Students begin their research, conferencing with the teacher and other classmates along the way
- Students identify and create their product in anticipation of the World Language Fair.

Showcase of Student Learning (*End Product*)

- Students have complete freedom over the final product used to demonstrate their learning and display their findings about why it's important to learn a second language.
- Students participate in a World Language Fair where they show off their final products to classmates, other members of the school community, as well as the community at large.
 - For final products, think about a science fair, but for language promotion.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to

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Learning Environment Considerations**9-12 Learning Environment Considerations**
(*On-site, Hybrid, or Remote*)

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CTE Lesson Plans

Instructional Example:

Design and Create a Business

Students will work in groups or individually to create a business that can be run during the school year. Students will create a business and marketing plan, along with product development, inventory and financial documents to track progress.

Competency Codes Addressed:

Agriculture, Foods and Natural Resources: AFNR. HS 6.1

Family and Consumer Sciences (FCS): FCS.HS 1.2
Business Career Fields: BC.BMAE.HS 1.1, BC.M.HS 1.1

Mathematics: Math.HS.1.1, Math.HS 3.1

English Language Arts (ELA): ELA.HS 6.1

SECD: SECD.HS 1.3, SECD.HS 1.7, SECD.HS 2.1, SECD.HS 2.2, SECD.HS 5.2, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.4, SECD.HS 6.6, SECD.HS 6.8, SECD.HS 6.9

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 3.1, HUM.HS 6.1

STEAM: STM.HS 1.1, STM.HS 2.1, STM.HS 3.1, STM.HS 4.1

Elements of High-Quality Instruction

- Project Based Learning Model.
- Purposeful questions.
- Use prior knowledge to build and scaffold project.
- Active student engagement and collaboration.
- Connect core concepts.
- Student voice and choice throughout instruction process.
- High expectations for all.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Conclude how to act in accordance with the principle of respect for all human beings.
- Implement responsible decision-making skills and when working toward a goal and assess how these skills lead to goal achievement.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Identify consequences of safe and risky behaviors.
- Develop an understanding of relationships within the context of networking and careers
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

- Practice empathy for others and can differentiate between the factual and emotional content of a person's communication.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- **Math:** Price mark-up, marginal cost, financial records, percent profit.
- **English:** Written business plan, oral presentation of project .
- **CTE:** Tech Ed, Engineering, Business/Computers
 - Creating marketing materials.
 - Building and developing product.
 - **AG:** Building products.
 - **FCS:** Culinary arts/Textile and apparel products.
 - **Visual Arts:** Design, arts, etc.

Possible collaboration partners

- Administration
- Partner with business and industry to evaluate business models
- Entrepreneurs/ possible investment partners
- Kansas Department of Agriculture
 - Land of Kansas Business Division

Workflow (*Milestones of Learning*)

- Brainstorm ideas.
- Create a Business Plan/Proposal.
- Develop product and sample if needed.
- Finalize cost, profit margin and financials.
- Oral Presentation to launch business.

Showcase of Student Learning (*End Product*)

- Finalize business plan (including marketing strategy).
- Start business (if school allows).
- Final Evaluation of business, inventory, financials.
- Finalized Business Plan
- Oral Presentation over Business
- Successfully opening and operation of business
 - Subject to school rules
- Final evaluation of business, total profit, etc.

Accommodation/Modification Considerations

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Progression toward Mastery

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9-12 Learning Environment Considerations (*On-site, Hybrid, or Remote*)

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Instructional Example:

3D Character Modeling

Create a 3D model of a character that is relevant to their subjects; the character can be traditional, or abstract (model of a molecule or virus, a representation of a mathematical equation, a figure from literature or history)

Competency Codes Addressed:

IT: IT.HS 1., IT.HS 2.1

Engineering: ENG.HS 2.1

Humanities: HUM.HS 2.1, HUM.HS 4.1, HUM.HS 6.1

STEAM: STM.HS 1.1, STM.HS 2.1, STM.HS 3.1, STM.HS 4.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4

Elements of High-Quality Instruction

- Student voice and choice throughout instruction process.
- Inquiry-driven.
- Active student engagements.
- Complex problem-solving.
- Applying authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete

assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.

Elements of Collaboration

- **Digital Media:** Design and 3D printing
- **Engineering:** Auto CAD (or similar system)
- Visual Arts: Final product finishing
- Content Teachers
 - Build character models to represent subject area.
 - Connect character model to information presented in the classroom.

Possible collaboration partners

- Business and Industry Partners.
- Working with students across the region/ globally on developing project.
- Administration
 - Create models that can be used for teacher lessons

Workflow (*Milestones of Learning*)

- Select a character to model from one of the student's subject areas.
- Create the design using 3D/auto cad or similar software.
 - Model to scale.
- Seek revisions and critiques before printing.
- Print 3D design model and prepare final product.
- Present to subject area teacher.

Showcase of Student Learning (*End Product*)

- Students will present their model with accompanying biographical/research information to the class.

Accommodation/Modification Considerations

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Instructional Example:

Web Design: Website Business Project

Students will use coding knowledge to build a website and develop a product for a potential client.

Competency Codes Addressed:

IT: IT.HS 1.1, IT.HS 1.2, IT.HS 2.1, IT.HS 2.2, IT.HS 3.1

Business Careers: BC.BMAE.HS 1.1, BC.M.HS 1.1

STEAM: STM. HS 1.1, STM. HS 2.1, STM. HS 3.1, STM. HS 4.1

Humanities: HUM.HS 1.1, HUM.HS 2.1

SECD: SECD.HS 1.1, SECD.HS 1.2, SECD.HS 1.5, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.8

Elements of High-Quality Instruction

- Student voice and choice throughout instruction process.
- Inquiry-driven.
- Active student engagements.
- Complex problem-solving.
- Demonstrate authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.
- Scaffold knowledge and skills by building and expanding.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices

constructive strategies in social and other media.

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in the virtual community.
- Expectations of good character in a virtual setting.
- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Develop an understanding of relationships within the context of networking and careers.

Elements of Collaboration

- **CTE:** Business/Computers
- Career and Technical student organization for competitions based on web design
- Potential "Client" - Student groups and/or Community partner
- **ELA:** editing text, writing about experience or project
- Students will utilize various communication, visual and technology platforms-in groups and individually and in person and virtually-to create a product and meet appropriate competencies.

Possible Collaboration Partners

- Engaging with community business partners for input, guidance, assistance to complete project
- Web Developer/Marketing Companies
- Student, Teachers, and/or Community Partners throughout the United States
- School IT director

Workflow (*Milestones of Learning*)

- Students learn HTML code, the backbone for web pages
- Student apply their knowledge by building a new website.
- Students will scaffold new knowledge and skills by building and expanding the website with new pages, colors, layouts, images, etc.
- Problem Solving: students will build the website for themselves or a business they have or want to start.
- Communication/Collaboration - students will find an actual client (e.g., student group, community group, etc) to work with and build the web site for the client.
- Feedback, Reflection, Revision and Presentation to the client.

Showcase of Student Learning (*End Product*)

- Finished website meeting the "client's" requirements
- Published website, live on the internet.
- Presentation of project.
- Create written documentation of project.
- Discussion/collaboration.
- Final Website Publication.

Accommodation/Modification Considerations

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Instructional Example:

Electronic Portfolio

Create a portfolio that can be used for the future that will showcase a student's talents, activities and involvement in school.

Competency Codes Addressed:

Agriculture, Foods, and Natural Resources (AFNR): AFNR.HS 5.1

FCS: FCS.HS 5.1

Architecture and Construction: AC.HS 7.1

Law, Public Safety, Corrections and Security: LPSC.HS 5.1

IT: IT.HS 1.1

ELA: ELA.HS6.2

SECD: SECD.HS 2.2, SECD.HS 6.1, SECD.HS 6.3

SECD.HS 6.8

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 3.1, HUM.HS 6.1

STEAM: STM.HS 4.1

Elements of High-Quality Instruction

- Student choice.
- Inquiry-driven.
- Active student engagement.
- Complex problem-solving.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.
- Scaffold knowledge and skills by building and expanding.
- Research career interests and Individual Plan of Study.
- Real-world relevance.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Develop an understanding of relationships within the context of networking and careers.
- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.

Elements of Collaboration

- Work with advisory teachers/counselors.
- Use Individual Plans of Study (IPS) to drive content.
- Counselors to help present lessons or flipped lessons on how to build a resume, etc.
- ELA Instructor for grammatical content.
- Business/Computers for Layout and Design

Possible Collaboration Partners

- Create partnerships with business and industry representatives in the community to review content and for mock interviews.
- Job Shadow potential employer and show portfolio to HR manager is possible for evaluation and critique.
 - Completed virtually if needed.
- Administration or District Human Resources
 - Review content or mock interviews.
- Partner with post-secondary institutions
 - IPS and electronic portfolio review.

Workflow (*Milestones of Learning*)

- Career Exploration (CTE course/IPS)
- Build resume and cover letter
- Obtain 2-3 letters of recommendations from teachers/coaches/staff members
- Work with business/CTE teacher to create website or other electronic platform for portfolio
- Compile work samples to highlight for future career
- Practice interview questions

Showcase of Student Learning (*End Product*)

- Electronic Portfolio continuing documentation of the following:
 - Resume
 - Cover letter
 - Work samples related to career path
 - Letters of recommendation
 - Sample interview questions

Accommodation/Modification Considerations

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Instructional Example:

Personal Finance Unit

Students will evaluate aspects of personal finance: cost of living, investment, loan applications, credit information, banking options, insurance, and post-secondary education cost/benefit analysis.

Competency Codes Addressed:

Business Career: BC.F.HS 1.1

AFNR: AFNR.HS 5.1

FCS: FCS.HS 4.2

Architecture and Construction: AC.HS 7.1

Law Public Safety, Corrections and Security (LPSCS):LPSCS.HS.5.1

Manufacturing: MNFR.HS 1.1

Math: MATH. HS 1.1

Humanities: HUM. HS 2.1, HUM.HS 3.1

STEAM: STM.HS 2.1, STM.HS 4.1

SECD: SECD.HS 2.8, SECD.HS 2.9

Elements of High-Quality Instruction

- Project Based Learning Model.
- Pose purposeful questions.
- Provide meaningful background knowledge.
- Active student engagement and collaboration.
- Connect core concepts.
- Student voice and choice in project is essential.
- High expectations for all.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Identify, analyze and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.

Elements of Collaboration

- **Career and Technical Education (CTE)**
 - Working with multiple pathway teachers.
 - Use Excel to compare costs vs earnings, use charts for visual representation.
- **Math:** graphing, averaging, compound interest.
- **History/Social Science:** Cost of living and the reason why inflation has changed throughout the years.
- **Counselor/Advisory/Seminar Teachers**
 - Work with staff to show how personal finance can affect college and career decisions.
- Work with business and industry partners for career speakers or meeting with students for Q and A.

Possible Collaboration Partners

- Students from across the state and United States.
- Set up student opportunity to engage with community via videos, zooms or another format
- Loan officer, investment broker, etc.
 - Local bank representative
 - Insurance agent
 - FASFA Representative from post-secondary institution
 - Financial counselor

Workflow (*Milestones of Learning*)

- Research cost of living including rent, utilities, insurance, vehicle, cell, etc.
- Compare cost of living to different areas of the United States.
- Compare average job earnings vs cost of living (based on career path selection) and analyze overall budget.
- Fill out a loan/credit application to provide a basic understand of terminology
- Create a spreadsheet of 2-3 typical loans with varying interest rates and show the effect of interest rates and length of the loan on the final cost of the product.
- Research the different types of banking options and present the choice that would work best for students.
- Research multiple types of investment options and put together a portfolio of investment options
- Complete a virtual simulation using selected investment strategy
- Determine the different types of insurance and what is required to have by a property owner.
- Participate in professional speaker series
 - Loan officer
 - Investment professional
 - Insurance agent

Showcase of Student Learning (*End Product*)

- Presentation of findings.
- Create a graph of findings.
- Discussion/collaboration.
- Students will utilize various communication, visual and technology platforms-in groups and individually and in person and virtually- to create a product and meet appropriate competencies.
- Project milestones/assessment threaded throughout.
- Feedback, Reflection, and Revision.
- Presentation of findings.
- Loan application.
- Investment Portfolio.
- Packet over types of insurance .

*Extension-Research inflation rates through history and predict how it will affect 2025 COL

Accommodation/Modification Considerations

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Instructional Example:

Process Posters/Animations

Students will be producing a graphic or animated representation of a mathematical or science process they are currently studying

Competency Codes Addressed:

Math: MATH.HS 1.1, MATH.HS 2.1, MATH.HS 2.2, MATH.HS 3.1, MATH.HS 4.1, MATH.HS 4.2, MATH.HS 4.3, MATH.HS 5.1

Science: SCI.PS.HS 1.1, SCI.PS.HS 1.2, SCI.PS.HS 1.3, SCI.PS.HS 1.4, SCI.LS.HS 1.1, SCI.LS.HS 1.2, SCI.ESS.HS 1.1, SCI.ESS.HS 1.2

IT: IT.HS 1.1, IT.HS 1.2

Media Arts: MA.HS 2.1, MA.HS 2.2

Visual Arts: VA.HS 3.2

STEAM: STM.HS 1.1, STM.HS 4.1

SECD: SECD.HS 2.8, SECD.HS 2.9

Elements of High-Quality Instruction

- Pose purposeful questions.
- Provide meaningful background knowledge.
- Active student engagement and collaboration.
- Mathematical and scientific connections and representations.
- Construct explanations and design solutions.
- Inquiry-based instruction.
- Student voice and choice throughout instructional process.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Identify, analyze and demonstrate

problem-solving processes, including applying improvement strategies to future projects and situations.

- Use resiliency to reflect on past problems, identify ways to improve and implement change.

Elements of Collaboration

- Math and Digital Media: topic options for math processes.
- Science and Digital Media: topic options for science processes.
- ELA and Math/Science: written explanation of math/science process.
- CTE Teachers: relate content to real world application.

Possible Collaboration Partners

- Business and Industry Partners
 - Marketing Firm
 - Graphic Design
 - Publisher

Workflow (*Milestones of Learning*)

- Frequent student check ins for lessons and submission of milestones
- Math/science process researched and outlined
- Sketch or storyboard completed, stop motion objects are collected.
- Create/record
- Feedback, Reflection, and Revision
 - Rough draft of poster - check for elements and principles of design.
 - Whiteboard animation - all components recorded.
 - Stop motion animation - components of process are evident.
- Reflection/explanation of process written.
- Final product.

Showcase of Student Learning (*End Product*)

Digital poster

Whiteboard Explainer Video

Stop-motion Animation

Accommodation/Modification Considerations

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Instructional Example:

3D printing Dice: Games and/or Fundraiser

Students use 3D software to design personalized dice and write a technical manual on how the game is played.

Competency Codes Addressed:

ELA: ELA.HS 5.1

IT: IT.HS 1.1, IT.HS 1.2

Business Career: BC.BMAE.HS 1.1, BC.F.HS 1.1, BC.M.HS 1.1

Humanities: HUM.HS 2.1, HUM.HS 5.1

STEAM: STM.HS1.1,3.1,4.1

SECD: SECD.HS 1.3, SECD.HS 1.5, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 5.2, SECD.HS 5.3, SECD.HS 6.1. SECD.HS 6.9

Elements of High-Quality Instruction

- Project-Based Learning Model.
- Pose purposeful questions.
- Provide meaningful background knowledge.
- Active student engagement and collaboration.
- Connect core concepts.
- Student voice and choice throughout instruction process.
- High expectations for all.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Implement responsible decision-making

skills when working toward a goal and assess how these skills lead to goal achievement.

- Recognize:
 - How, when, and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Practice empathy for others and can differentiate between the factual and emotional content of a person's communication.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

Elements of Collaboration

- **Digital Media:** Design and 3D printing.
- **ELA:** Technical writing of game rules.
 - **Speech:** Instruct other on how play dice game.
- **Business/Marketing:** Create a marketing

strategy if using as a fundraiser.

- **Graphic Design:** Create Sale fliers and digital ads.
- **Visual Media:** creating finished product.

Possible Collaboration Partners

- Elementary Teachers
 - Play games with elementary students
 - Create sight word dice
- 7-12 Teachers
 - Create review dice for classroom content
- PE teachers/coaches
 - Games for classroom
 - Sports dice-personalized with team or specific player name

Workflow (*Milestones of Learning*)

- Play various dice games.
- Research Dice game design.
- Sketch out what design goes on each side of the dice.
- Draft the rules.
- Play the game using cutouts of the dice sides and draw sides from bag (as opposed to 3D printing a die that doesn't work with intended rules).
- Feedback, Reflection, and Revision.
- Create the dice in a 3D printing program.
- 3D Print and package with final draft of the rules.
- Roll out marketing strategy if used as a fundraiser.

Showcase of Student Learning (*End Product*)

- Game play strategies must be taught
 - analyze existing dice games through inquiry-based learning
 - Students play dice games in small groups
 - rotate through different games
 - Engage students in creating a list of game elements that made playing enjoyable.

What elements were consistent across all games?

- Project can be differentiated via topic and level of assistance
- Unique rules and 3D printed dice game of various themes/content for profit/donation

Accommodation/Modification Considerations

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Science and Math Lesson Plans

Instructional Example:

The Atomic Theory

Students will analyze the history and impact of the atom on society.

Competency Codes Addressed:

Science: SCI.PS 1.1, SCI.PS 1.2

Mathematics: MATH.HS 1.1, MATH.HS 2.1

HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1

ELA: ELA.HS 2.1, ELA.HS 3.2, ELA.HS 6.1

Visual Arts: VA.HS 3.2

STEAM: STM.HS1.1, STM.HS 3.1, STM.HS 4.1

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.8, SECD.HS 3.4, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Pose purposeful questions.
- Active student engagement and collaboration.
- Connection of mathematical concepts and representations.
- Complex problem-solving.
- Construct explanations and design solutions.
- Engage in discourse, discussions, and arguments from evidence.
- Inquiry-based instruction.
- Scaffolding in designing and conducting a scientific investigation.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

- Student voice and choice throughout instruction process.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Mathematics teachers
 - Calculations of energy, manipulation of equations to solve for variables.
- Science teachers
 - Structure and function of atoms and subatomic particles.
- ELA/HGSS teachers
 - Write a narrative story on the history and historical context of the history of the atom.
- Elective Teachers
 - Art/Digital media: Illustrations/model of atom or molecule.
 - Health/PE: Role of chemistry in exercise/diet.

Possible Collaboration Partners

- Family and Community
 - Support at home
 - Public library
 - Scientists

Workflow (*Milestones of Learning*)

- Utilize various communication, visual, and technology platforms for students to meet in groups or in person to create a product and meet appropriate competencies.
- Analyze historical context from the ancient Greeks to John Dalton to quantum mechanics.
- Research the Manhattan Project .
- Create visual/digital art piece: a model of the favorite atom or molecule.
- Analyze the historical use of the atomic bomb in WWII.
- Research how the body chemistry changes

during exercise.

- Project milestones/assessment threaded throughout.
- Feedback, Reflection, and Revision

Showcase of Student Learning (*End Product*)

- Research paper.
- Diagram showing different models of the atom.
- Writing component of historical context.
- Visual art and videos.
- Provide multiple media and virtual options.

Accommodation/Modification Considerations

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Instructional Example:

Architectural Design Project

Students will design a state-of-the-art architecture of their choice, build a scale model, draft site plans, and make cost estimates. Then create a proposal in a form of a pamphlet, slides, document, or trifold to be presented to the community or a panel.

Competency Codes Addressed:

Mathematics: MATH.HS 1.1, MATH.HS 2.1, MATH.

HS 3.1, MATH.HS 4.1, MATH.HS 4.2, MATH.HS 4.3

Science: SCI.PS.HS.1.2, SCI.PS.HS.1.4

ELA: ELA.HS 5.1, ELA.HS 6.1

Architecture and Construction: AC.HS 2.1, AC.HS 6.1

Engineering: ENG.HS 1.1, ENG.HS 3.1, ENG.HS 4.1, ENG.HS 5.1

Business Career: BC.F.HS 1.1

Media Arts: MA.HS 2.1, MA.HS 2.2

Visual Arts: VA.HS 3.2

STEAM: STM.HS 1.1, STM.HS 2.1, STM.HS 3.1

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.5, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Pose purposeful questions.
- Provide multiple entry points and solutions pathways.
- Active student engagement and collaboration.
- Connection mathematical concepts and representations.
- Complex problem-solving.
- Facilitate mathematical discourse.

- Inquiry-based instruction.
- Student voice and choice throughout the instruction process.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret data.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Analyze civil/democratic, environmental and personal responsibilities to self and others.
- Challenge personal perspective with

cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.

- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Cross-Curricular Collaboration

- Mathematics Teachers
 - Concept development of geometry and algebra.
 - Project creation, guidance, presentation.
- Science Teachers
 - Concept development.
- ELA teachers
 - Proposal writing
 - Reflection/Log/Prompt Writing
- Elective Teachers
 - Design and/or printing
 - Business Teachers
 - Budgeting
 - Financial resource management

Who might be your collaboration partners?

- Family and Community
 - Architects, Engineers, and Project managers as guest speakers, advisers, and/or panel members.
 - Architectural museums for field trips.
 - Support at home.
 - Presentations audience/panel.

Workflow *(Milestones of Learning)*

- Design proposal
 - Representation (drawing, graphs, etc.).
 - Design and/or creation of visual/digital art piece.
 - Making cost estimates and budgeting.
 - Provide multiple design tools and resources.
- Mathematical modeling
 - Use of mathematical representations.
 - Use of various communication, visual and technology platforms-in groups and individually and in person and virtually-to create a product and meet appropriate competencies.
- Analysis
 - Writing and defending design proposals.
 - Feedback, Reflection, and Revision.
- Organizing field trips.
- Presentation of architectural designs to the community.

Showcase of Student Learning *(End Product)*

- Architectural Design
 - Design (CAD drawing, paper-pencil, blueprint) including scale model, floor plan, and site plan.
 - Cost estimates.
 - Writing (essay/prompts).
 - Presentation.

- Virtual tour of their creation if done digitally.
- Provide multiple media and virtual options.
- Reflection.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

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9-12 Learning Environment Considerations

(On-site, Hybrid, or Remote)

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parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Genetic Variation Project

Students will analyze, draw conclusions, and present findings concerning genetic traits and the impact of the environment on them.

Competency Codes Addressed:

Science: SCI.LS.HS 1.1, SCI.LS.HS 1.2

Mathematics: MATH.HS 1.1, MATH.HS 2.1, MATH.HS 5.1

ELA: ELA.HS 2.1, ELA.HS 5.1, ELA.HS 6.1

Health and BioSciences: HB.HS.1.1

Media Arts: MA.HS 2.1, MA.HS 2.2, MA.HS 4.1

Engineering: ENG.HS 1.1

Agriculture, Food and Natural Resources: AFNR.HS 1.1

Humanities: HUM.HS 4.1

STEAM: STM.HS2.1, STM.HS4.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 2.9, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.5, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Solve complex multi tiered problems.
- Develop and use models.
- Construct explanations and design solutions.
- Inquiry-based instruction.
- Student voice and choice throughout the instruction process.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret data.

- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies.
- Analyze civil/democratic, environmental and personal responsibilities to self and others.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions

with others.

- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Science Teachers
 - Run moth simulations and gather data.
- Mathematics Teacher
 - Analyze data/tables/graphs.
- ELA Teachers
 - Analysis, interpretation, conclusion, and writing of results.
- Elective Teachers
 - Art: Moth model (various media options)
 - Engineering: Analysis for reducing stack emissions.
 - Health CTE/Anatomy and Physiology: Health concerns of emissions.
 - AFNR: Animal Science, Plants Science.

Possible Collaboration Partners

- Family and Community
 - Support at home.
- Industrial companies: Information on stack emissions.
- EPA or content equivalent: Rules and regulations of emissions.
- Experts in the fields of animal and plants genetics, agronomy.

Workflow (*Milestones of Learning*)

- High-quality instruction of genetic traits and variation.
- Predict and hypothesis to solve a problem.
- Create of model of light and dark moths for comparison.
- Analyze data in tables and graphs.
- Write interpretations via lab report.
- Evaluate written health impacts of emissions.
- Modification of environmental factors favoring the desired trait.
- Analysis for reducing coal fired plants production of stack emissions.
- Simulation:
 - Locate and perform
 - Representation of data in multiple forms (tables, graphs, etc)
- Standards
 - Genetic variations
 - Emission standards for stack emissions
 - Health standards and concerns
- Analysis
 - Writing
 - Feedback, Reflection, and Revision

Showcase of Student Learning (*End Product*)

- Display/presentation:
- Data Tables/Graphs
- Moth model (various media types)
- Written:
 - Analysis of lab
 - Description of health concerns
 - Corporation modification to address health concerns
 - Health options for emission treatment
- Engineering- Analysis of Stack emissions
- Provide multiple media and virtual options
- Provide data for students with limited/no internet access

- Presentation (slides, panel, video, etc.)
- Reflection

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

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9-12 Learning Environment Considerations (*On-site, Hybrid, or Remote*)

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and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Renewable Energy

Students will use solar arrays as a framework, students will analyze the function, feasibility, and impact of installing a solar array or other forms of renewable energy (wind, nuclear, geothermal, wave).

Competency Codes Addressed:

Science: SCI.PS.HS 1.1, SCI.PS.HS 1.3

Math: MATH.HS 2.1

HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1

ELA: ELA.HS 2.1

Media Arts: MA.HS 2.1, MA.HS 2.2

Architecture and Construction: AC.HS 2.1, AC.HS 4.1

Engineering: ENG.HS 4.1

Humanities HUM.HS 1.1, HUM.HS 6.1

STEAM: STM.HS 1.1, STM.HS 3.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 2.9, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.5, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Pose purposeful questions.
- Provide multiple entry points and solutions pathways.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Complex problem-solving.
- Facilitate discourse, discussions, and arguments from evidence.
- Inquiry-based instruction.
- Student voice and choice throughout instruction process.
- Scaffolding in designing and conducting a

scientific investigation.

- Analyze and interpret data.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Analyze civil/democratic, environmental and personal responsibilities to self and others.
- Challenge personal perspective with cognitive dissonance to enhance a growth

mindset and recognize how personal perspective and biases impact interactions with others.

- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Science teachers
 - How the solar panels work, photoelectric effect
- ELA teachers
 - Writing narrative story
- HGSS teachers
 - Research historical context of Earth Day
- Mathematics teachers
 - Calculations of surface area, power output, production curves.
- Elective Teachers -
 - Art/Digital media: Illustrations
 - Business: Economic impact
 - Health/PE: Impact of higher levels of pollution
 - AFNR: Natural Resources/Renewable Energy

Possible Collaboration Partners

- Family and Community
 - Support at home
 - Experts in the field of environmental sciences

Workflow (*Milestones of Learning*)

- Research the history of Earth Day.
- Research both sides of the climate change debate.
- Study the economic impact and feasibility of installing a solar array
 - What are the health costs associated with higher pollution.
 - How has cost of renewable energy decreases over the last 20 years.
- Utilize various communication, visual and technology platforms-in groups and individually and in person and virtually-to create a product and meet appropriate competencies.
- Project milestones/assessment threaded throughout.
- Feedback, Reflection, and Revision.

Showcase of Student Learning (*End Product*)

- Display/Presentation:
 - Graph showing production throughout the day and throughout the year .
 - Diagram to show how solar arrays work.
 - Writing component of historical context on history and impact of Earth Day
 - Visual art and videos.
 - Presentation to Board of Education/ businesses on financial advantages of solar panels.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

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9-12 Learning Environment Considerations (*On-site, Hybrid, or Remote*)

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Instructional Example:

Catapult Challenge

Students will design and build catapults to consistently launch a target. Create a mathematical function that models the flight path. This solidifies students' conceptual understanding of quadratic function and its graph.

Competency Codes Addressed:

Math: MATH.HS 1.1, MATH.HS 2.1, MATH.HS 3.1, MATH.HS 5.1

Science: SCI.PS.HS 1.2, SCI.PS.HS 1.3, SCI.PS.HS 1.4

HGSS: HGSS.HS 5.1, HGSS.HS 6.1

ELA: ELA.HS 5.1, ELA.HS 6.1

Architecture and Construction: AC.HS 2.1, AC.HS 6.1

Engineering: ENG.HS 4.1

Media Arts: MA.HS 2.1, MA.HS 2.2

Visual Arts: VA.HS 3.2

STEAM: STM.HS 1.1, STM.HS 2.1, STM.HS 3.1

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.9, SECD.HS 2.8, SECD.HS 6.1

Elements of High-Quality Instruction

- Teacher clarity (establish purpose and goals).
- Provide multiple entry points and solutions pathways.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Complex problem-solving.
- Facilitate discourse, discussion, and arguments from evidence

- Inquiry-based instruction.
- Student voice and choice throughout instruction process.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret data.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.

Elements of Collaboration

- Mathematics Teachers
 - Quadratic functions concept development
- Science Teachers

- Projectile motion, kinetic and potential energy, machine content development
- Elective Teachers
 - Design, creation, and printing
- English teachers
 - Analysis, interpretation, conclusion, and writing of results
 - Reflection/Log/Prompt Writing
- Elective teachers
 - Design, creation, and printing

Possible Collaboration Partners

- Family and Community
 - Engineers as guest speakers, panel members, and/or mentors
 - Support at home
 - Presentations audience/panel

Workflow (*Milestones of Learning*)

- Designing a proposal
 - Writing.
 - Use of mathematical representations.
 - Scientific considerations.
- Mathematical modeling
 - Use of various communication, visual and technology platforms-in groups and individually and in person and virtually-to create a product and meet appropriate competencies.
 - Use of mathematical representations.
 - Experimentation.
- Analysis
 - Interpret the scale, data, and key features of graphs and displays.
 - Writing.
 - Prediction and hypothesis to solve a problem.
 - Connection of quadratic equations to study the effective use of weaponry (catapults were used up until WWI).

- Writing and presentation of project.
- Feedback, Reflection, and Revision.

Showcase of Student Learning (*End Product*)

- Catapults
 - Design (CAD drawing, paper-pencil, blueprint)
 - Product (variety of catapults such as virtual, concrete/tactile, 3D, etc.).
 - Graphs, diagrams, and mathematical model
 - Writing (essay/prompts)
 - Presentation
 - Reflection

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

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9-12 Learning Environment Considerations (*On-site, Hybrid, or Remote*)

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Instructional Example:

Historical Figure/Book Character Speed Dating

Students will use characters from books, movies, or historical figures to analyze their characteristics and then “meet and greet” other characters or figures in a speed dating fashion to get to know many different characters or people.

Competency Codes Addressed:

HGSS: HGSS.HS. 1.1, HGSS.HS. 2.1, HGSS.HS. 3.1, HGSS.HS. 4.1, HGSS.HS. 5.1, HGSS.HS. 7.1

ELA: ELA.HS. 2.1, ELA.HS. 3.2, ELA.HS. 3.3, ELA.HS. 3.6, ELA.HS. 5.1

SECD: SECD.HS. 1.3, SECD.HS. 1.6, SECD.HS. 1.7, SECD.HS. 4.1, SECD.HS. 5.1, SECD.HS. 6.6

Elements of High-Quality Instruction

- Student choice and active engagement .
- Facilitate discourse and pose purposeful questions.
- Support trial and error.
- Active student engagement and collaboration.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.
- Analyze primary and secondary sources.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Evaluate the active listening skills of all

parties involved before, after, and during conversations.

- Conclude how to act in accordance with the principle of respect for all human beings.
- Identify and evaluate techniques to successfully manage emotions, stress, personal care and maintain confidence.
- Evaluate a range of emotions in others based on verbal and nonverbal cues in different situations.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- HGSS teachers
- ELA teachers

Possible Collaboration Partners

- Core area teachers.
- CTE and elective area classes
- Historical societies.
- Media center specialist.

Workflow (*Milestones of Learning*)

- Students will develop an understanding of their historical character or book character.
- Design a character biography about the person from history or book that is being studied.
- Work across courses to interview and speed date characters from books and history to learn more about the time period being studied.
- Will share out their information with others in class (on online) in a one on one meeting format to share what they have learned. Use a graphic organizer that fits your lesson to help organize thoughts.
- Will create a character analysis to share with others.
- Students create an analysis of who their

historical or book character matches and enemies would be.

- Feedback, Reflection, and Revision.

Showcase of Student Learning (*End Product*)

- Analysis of characteristics and impact of characters/historical figure.
- Exchange of ideas between students to teach individual characters.
- Communicate matches and enemies of individual character analysis.
- Explanation of the historical era or book study in relation to characters.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

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9-12 Learning Environment Considerations *(On-site, Hybrid, or Remote)*

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Instructional Example:

Australian Aboriginal Dot Art

Students research Australian Aboriginal Art and create a dot art project of their own.

Competency Codes Addressed:

HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1, HGSS.HS 5.1

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 5.1, HUM.HS 6.1

Visual Arts: VA.HS 1.1

SECD: SECD.HS 1.1, SECD.HS1.2, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS2.8, SECD.HS 2.9, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.6, SECD.HS 5.2, SECD.HS 5.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Student voice and choice throughout instruction process.
- Facilitate discourse and pose purposeful questions.
- Support trial and error.
- Active student engagement and collaboration.
- Timely, specific, and varied feedback.
- Analyze primary and secondary sources.
- Demonstrate authentic communication in a variety of settings.
- Scaffolding and breaking down tasks into manageable chunks.
- Connecting knowledge across content areas.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in a virtual community.

- Expectations of good character in a virtual setting.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Demonstrate empathy in a variety of settings, contexts and situations.
- Practice empathy for others and can differentiate between the factual and emotional content of a person's communication.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Practice strategies for maintaining self-

regulation and positive relationships.

Elements of Collaboration

- HGSS teachers
- Art teachers

Possible Collaboration Partners

- Art Council
- Humanities Council
- Artists

Workflow (*Milestones of Learning*)

- Learn about the history of aboriginal people of Australia and study the geography themes of the continent.
- Examine both the physical and human geography characteristics.
- Analyze aboriginal art.
- Create aboriginal dot art - use art analysis tools, painting skills, and creativity to understand and create dot art.
- Provide feedback, reflection, and revision.

Showcase of Student Learning (*End Product*)

- Completed artwork.
- Create a short 1 minute video explaining the theme of their art work and connections to the aboriginal people of Australia.
- Provide multiple media and virtual options.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will

require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

9-12 Learning Environment Considerations

(On-site, Hybrid, or Remote)

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Book Discussion and Review

Students read the book “Just Mercy” by Bryan Stevenson and have weekly discussions of assigned chapters. After completing the book, students write a book review.

Project could be adapted for a variety of disciplines-example: Silent Spring by Rachel Carson (Chemistry, Environmental Science)

Competency Codes Addressed:

HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1, HGSS.HS 4.1, HGSS.HS 6.1, HGSS.HS 7.1

ELA: ELA.HS 1.1 ELA.HS 2.1 ELA.HS 5.1

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1, HUM.HS 6.1

SECD: SECD.HS 1.1, SECD.HS1.2, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS2.8, SECD.HS 2.9, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.4, SECD.HS 4.5, SECD.HS 4.6, SECD.HS 5.2, SECD.HS 5.3, SECD.HS 5.4, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6, SECD 6.9

Elements of High-Quality Instruction

- Establish goals with student input.
- Support productive struggle.
- Facilitate discourse and pose purposeful questions that can help identify misinformation, disinformation, bias in materials.
- Encourage active student engagement and participation.
- Analyze primary and secondary sources.
- Applying communication in a variety of settings.
- Scaffolding and breaking down tasks into manageable chunks.
- Connecting knowledge across content areas.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in a virtual community.
- Expectations of good character in a virtual setting.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Analyze the consequences/outcomes of logical fallacies, bias, hypocrisy, and contradiction ambiguity, distortion and rationalization.
- Analyze civil/democratic, environmental and personal responsibilities to self and others.

- Demonstrate empathy in a variety of settings, contexts and situations.
- Practice empathy for others and can differentiate between the factual and emotional content of a person's communication.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Evaluate how advocacy for the rights of others contributes to the common good.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

Elements of Collaboration

- HGSS teachers
- ELA teachers

Possible Collaboration Partners

- Lawyers
- Judges
- Social Justice Advocacy representatives

Workflow (*Milestones of Learning*)

- Weekly students reflect on their top two TQEs (Thoughts, Questions, Epiphanies) from the assigned reading.
- Incorporate into units on civil liberties and civil rights, social justice, mass incarceration and the criminal justice system.
- Write a book review after reading.
- Extension activity: students give a book talk after reading.
- Provide feedback, reflection and revision.

Showcase of Student Learning (*End Product*)

- Students critique the book and examine the author's argument for strengths and weaknesses.
- Teacher uses a rubric to grade student work.
- Provide multiple media and virtual options.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

9-12 Learning Environment Considerations (*On-site, Hybrid, or Remote*)

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Podcast and/or Documentary Film

Students will create and record a podcast or documentary film short that they will work to market to a selected audience.

Competency Codes Addressed:

ELA: ELA.HS 1.1, ELA.HS 3.1, ELA.HS 3.2, ELA.HS 3.3, ELA.HS 3.4, ELA.HS 3.5, ELA.HS 5.1

Business: BC.HS.M 1.1

IT: IT.HS 1.1, IT.HS 1.2,

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 3.1, HUM.HS 5.1

Visual Arts: VA.HS 1.1, VA.HS 1.2, VA.HS 3.1, VA.HS 3.2

Media Arts: MA.HS 1.1, MA.HS 1.2, MA.HS 1.3

SECD: SECD.HS 1.1, SECD.HS1.2, SECD.HS 1.3, SECD.HS 1.5, SEDC.HS 2.4, SEDC.HS 3.5, SEDC.HS 6.1, SECD.HS 6.6, SECD.HS 6.9

Elements of High-Quality Instruction

- Establish goals
- Facilitate discourse and pose purposeful questions
- Support trial and error
- Active student engagement and collaboration
- Student choice
- Inquiry-driven
- Complex problem solving
- Evaluating sources in research
- Demonstrate authentic communication in a variety of settings
- Authentic audience
- Cross-curricular connections
- Writing to learn / as a reflection tool

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in the virtual community.
- Expectation of good character in a virtual setting.
- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Evaluate how behavior choices affect goal success
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms
- Practice strategies for maintaining self-regulation and positive relationships.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

Elements of Collaboration

- Language Arts
- History
- CTE classes
- Business

Possible Collaboration Partners

- Audio-Video groups and clubs
- Community members
- Current podcast designers
- Film makers
- Marketing firms

Workflow (*Milestones of Learning*)

- Meeting deadlines for project progress.
- Brainstorm Podcast topic allowing choice Consultation appointments with teachers.
- Write and edit script for podcast/documentary.
- Create marketing plan for product.
- Self-reflection journals.
- Record project.

Showcase of Student Learning (*End Product*)

- Present final podcast or documentary film in multiple modes of technology and platforms.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

9-12 Learning Environment Considerations
(On-site, Hybrid, or Remote)

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Mirror and Windows (ELA/ Social Studies) - A. Powers

Students explore their own identities, evaluate stereotypes, and analyze identities of characters in contemporary young adult book(s) and/or high-interest nonfiction selection(s). They also reflect on the impact of windows and mirrors in media.

Competencies Addressed:

ELA: ELA.HS 1.1, ELA.HS 3.1, ELA.HS 5.1

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1, HUM.HS 6.1

HGSS: HGSS.HS 1.1

SECD: SECD.HS 1.6, SECD.HS 1.7, SECD.HS 4.3, SECD.HS 4.6, SECD.HS 5.3, SECD.HS 5.4, SECD.HS 6.1

Elements of High-Quality Instruction

- Establish personal relevance / connection to personal identity
- Connect HGSS/Humanities/Social-Emotional concepts
- Facilitate discourse and pose purposeful questions
- Inquiry-driven research
- Support productive struggle
- Active student engagement and collaboration

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Evaluate the active listening skills of all parties involved before, after, and during conversations.
- Conclude how to act in accordance with the principle of respect for all human beings.
- Apply effective listening skills in a variety

of settings and situations and recognize barriers to effective listening.

- Demonstrate empathy in a variety of settings, contexts and situations.
- Challenge personal perspective with cognitive dissonance and biases impact interactions with others.
- Evaluate how advocacy for the rights of others contributes to the common good.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.

Elements of Cross-Curricular Collaboration

- **ELA:** book club and character analysis (identity chart).
- **History:** Use research to understand context of book.

Who might be your collaboration partners?

- ELA
- History/Social Studies
- Art/Music
- SPED staff
- ELL staff

Workflow (*Milestones of Learning*)

- Students create an identity chart for themselves.
- Students reflect on how they have / have not seen themselves/their identities represented in the media. They discuss how media, including books, can serve as windows and mirrors.
- Students interact with Chimamanda Ngozi Adichie's TED Talk "The Danger of a Single Story."

- Students collaboratively create an identity chart for the speaker based on her speech.
- Students participate in book clubs in which they choose a book that will serve as a window. Inquiry and research on historical and/or current event context is part of this book club.
- Students will collaboratively brainstorm questions about the context of their books and engage in research to better understand the time/place.
- Students collaboratively create identity charts for characters in their selected books.
- Students create a product in which they communicate how their experience in this unit has impacted their understanding of themselves and of others.

Showcase of Student Learning (*End Product*)

- Presentation
- Student-chosen product
- Reflection on product

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

9-12 Learning Environment Considerations

(On-site, Hybrid, or Remote)

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

The Great Migration (HGSS, ELA, Art)

Students explore the facets of the Great Migration through narrative, primary sources, art analysis, and poetry.

Competencies Addressed:

HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1, HGSS.HS 4.1, HGSS.HS 6.1

ELA: ELA.HS 1.1, ELA.HS 6.1

Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 5.1, HUM.HS 6.1

SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 3.3, SECD.HS 3.4, SECD.HS 3.5, SECD.HS 4.3, SECD.HS 4.4, SECD.HS 4.5, SECD.HS 6.1, SECD.HS 6.2, SECD.HS 6.3,

Elements of High-Quality Instruction

- Establish goals .
- Connect HGSS/ELA/Humanities concepts.
- Facilitate discourse and pose purposeful questions.
- Support productive struggle.
- Active student engagement and collaboration.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
 - How, when and who to ask for help.
 - Can utilize resources available.
 - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can

anticipate the possible obstacles to completing tasks on schedule.

- Evaluate the effects of various personal qualities (for example, honesty and integrity).
- Evaluate how behavior choices affect goal success.
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Apply effective listening skills in a variety of settings and situations and recognize barriers to effective listening
- Analyze the accuracy of facts/information/ interpretation and evaluate logical and emotional appeals.
- Analyze civil/democratic, environmental and personal responsibilities to self and others.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Respond appropriately when self and/ or others are threatened with physical or emotional harm.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.

Elements of Collaboration

- History teacher provides background knowledge about the Great Migration.
- Art teacher teaches students to analyze the Jacob Lawrence artwork.
- English teacher addresses elements of quality poetry.

Who might be your collaboration partners?

- HGSS teachers
- ELA teachers
- Art teachers
- Media Center Specialist

Workflow (*Milestones of Learning*)

- Read excerpts from “The Warmth of Other Suns” by Isabel Wilkerson.
- Analyze primary source material.
- Analyze Jacob Lawrence art.
- Write a poem about the Great Migration.
- Provide feedback, reflection, and revision.

Showcase of Student Learning (*End Product*)

- Create a coffee house atmosphere in the school library or other space in the school for a poetry reading where students share their poems.

Accommodation/Modification Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

9-12 Learning Environment Considerations

(On-site, Hybrid, or Remote)

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

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