Curriculum Committee Meeting

Monday, July 20, 2026 4:45 PM
Educational Service Center, 775 Marion Road, York, PA 17406

1.	**Call to Order**	**Speaker(s):** Committee Chair
2.	**Roll Call**	**Speaker(s):** Board Secretary
3.	**Discussion Items**	**Speaker(s):** Committee Chair & Assistant Superintendent
3.A.	EOY Math Data	
3.B.	EOY ELA Data	
3.C.	Curriculum Maps	
3.C.1.	FACS	
3.C.2.	Social Studies	
3.C.3.	Business	
3.C.4.	Robotics	
3.D.	CTE Program Update - Artificial Intelligence	
4.	**Adjournment**	**Speaker(s):** Committee Chair

Central York School District End-of-Year Math Data Review 2025-26

July 20, 2026

Beginning-of-Year 2025-26
Into Math- Growth Measure

	Far Below	Below	Approaching	On Level	Above Level	Total On/Above Grade Level
K	16.2%	22.4%	29.6%	28.0%	3.8%	31.8% (+1.9%)
Grade 1	9.6%	18.9%	33.0%	32.4%	6.2%	38.6% (-5.1%)
Grade 2	9.7%	14.0%	29.9%	36.9%	9.4%	46.3% (-2.2%)
Grade 3	9.9%	18.7%	23.7%	36.8%	10.9%	47.7% (+0.1)
Grade 4	22.8%	17.8%	19.5%	29.5%	10.4%	39.9% (+0.2%)
Grade 5	14.3%	16.4%	24.4%	33.2%	11.7%	44.9% (-5.9%)
Grade 6	11.4%	11.0%	17.2%	32.7%	27.6%	60.3% (-1.0%)
Grade 7	8.3%	13.1%	17.5%	41.4%	19.7%	61.1% (+21.9%)
Grade 8	4.9%	11.7%	19.6%	42.8%	21.0%	63.8% (-3.5)
Grade 9	25.3%	23.2%	24.2%	23.2%	4.2%	27.4%

*Percent change is the effect of change from BOY 2024 to BOY 2025 Growth Measure Scores.

Middle-of-Year 2025-26
Into Math- Growth Measure

	Far Below	Below	Approaching	On Level	Above Level	Total On/Above Grade Level
K	4.6% (2.1%)	4.3% (1.6%)	12.3% (-3.9%)	55.2% (-1.5%)	23.5% (1.6%)	78.7% (.1%)
Grade 1	3.0% (-2.1%)	5.2% (-1.5%)	16.2% (2.5%)	47.4.0% (4.4%)	28.1% (-3.4%)	75.5% (1%)
Grade 2	3.5% (1.6%)	5.8% (-1.4%)	15.1% (1.5%)	46.4% (2.9%)	29.1% (-4.8%)	75.5% (-1.9%)
Grade 3	1.6% (-3.5%)	6.4% (-2.3%)	17.0% (.1%)	45.4% (1.4%)	29.7% (4.3%)	75.1% (5.7%)
Grade 4	15.6% (-1.1%)	12.7% (-4.2%)	16.9% (-.9%)	34.0% (1.6%)	20.8% (4.6%)	54.8% (6.2%)
Grade 5	9.5% (2.6%)	10.2% (.7%)	19.4% (.6%)	35.3% (2.7%)	25.6% (-6.5%)	60.9% (-3.8%)
Grade 6	6.4% (2.3%)	6.4% (-1.2%)	11.6% (-.2%)	30.3% (.3%)	45.2% (-1.3%)	75.5% (-1.0%)
Grade 7	5.5% (-5.0%)	7.0% (-3.5%)	12.5% (-5.0%)	41.6% (.5%)	33.3% (13.0%)	74.9% (13.5%)
Grade 8	2.4% (-2.2%)	8.5% (2.1%)	12.3% (.6%)	29.4% (6.2%)	47.4% (5.9%)	76.8% (-.3%)
Grade 9	15.4%	18.7%	19.8%	30.8%	15.4%	46.2%

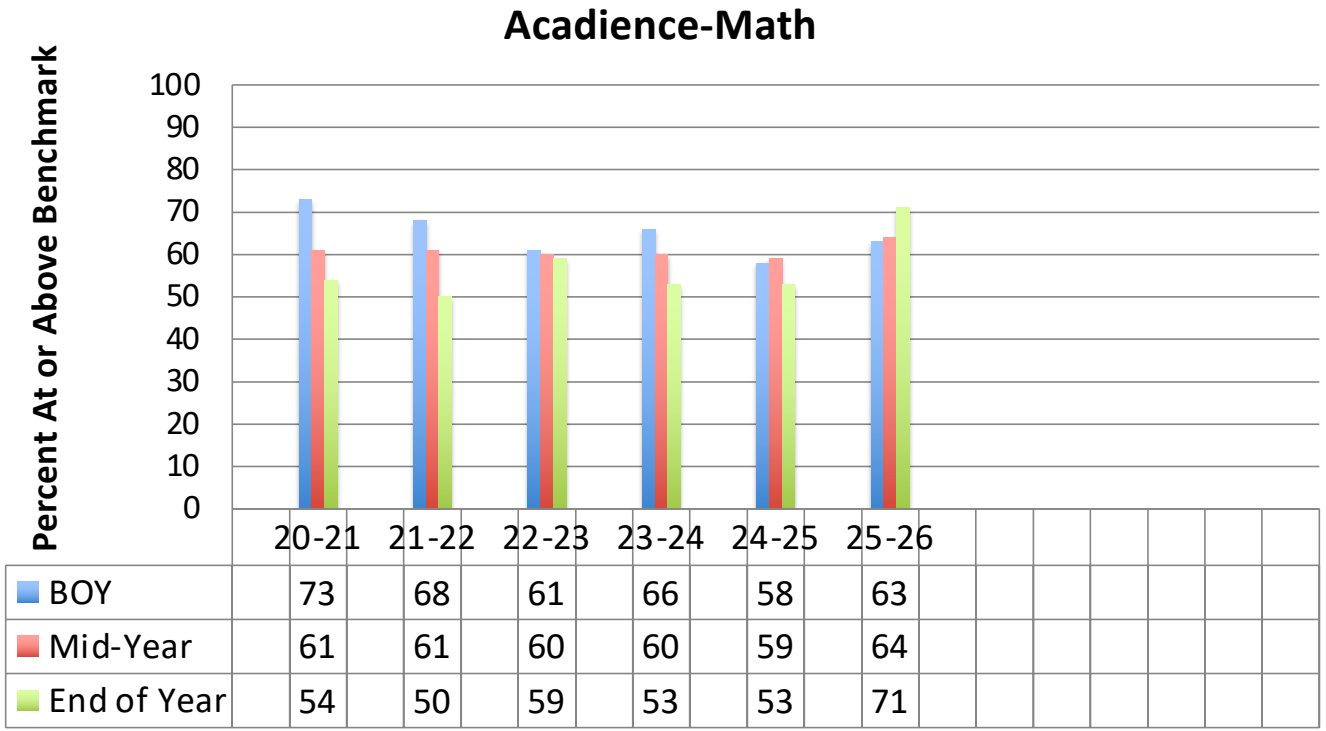
*Percent change is the effect of change from MOY 2024-25 to MOY 2025-26 Growth Measure Scores.

End-of-Year 2025-26
Into Math- Growth Measure

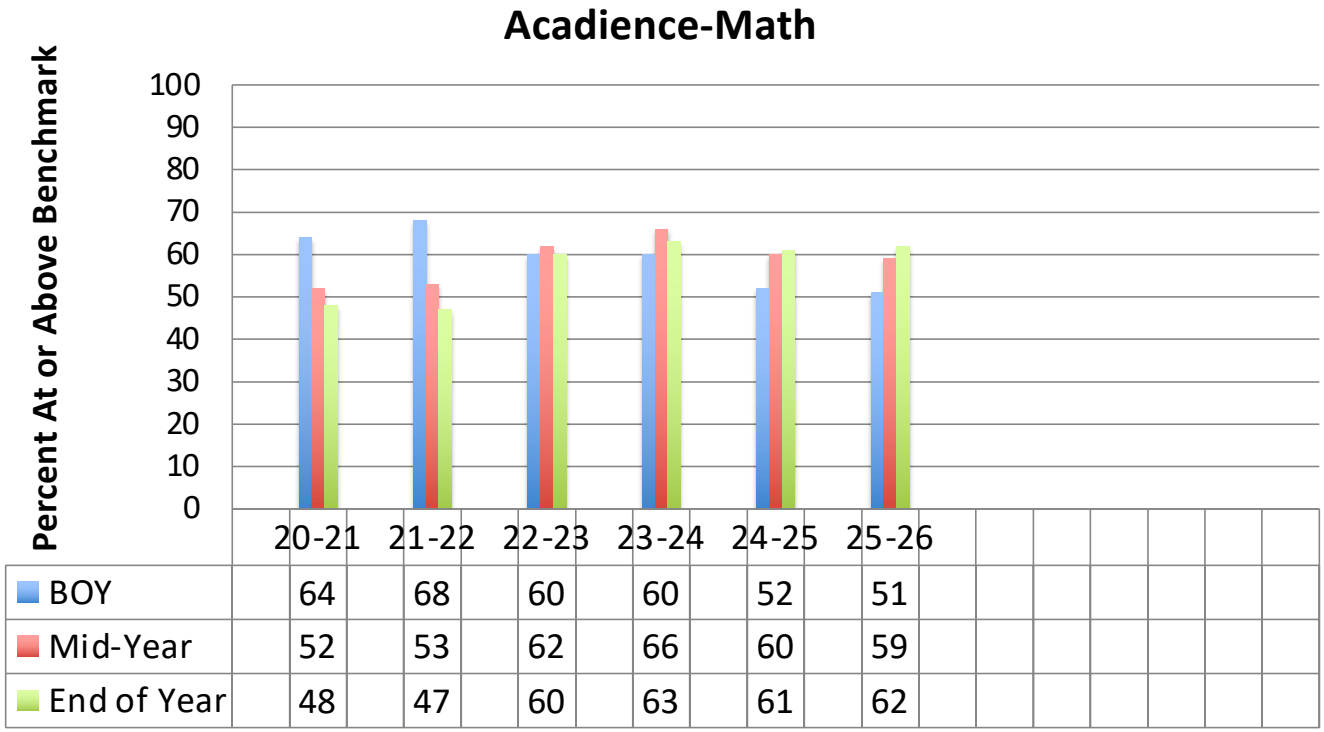
	Far Below	Below	Approaching	On Level	Above Level	Total On/Above Grade Level
K	3.2% (+0.2%)	2.4% (+0.3%)	4.0% (+0.7%)	38.1% (-1.7%)	52.4% (+0.6%)	90.5% (-1.1%)
Grade 1	0.3% (-2.4%)	3.0% (-0.5%)	7.8% (-1.6%)	34.3% (+1.0%)	54.6% (+3.5%)	88.9% (+4.5%)
Grade 2	0.8% (+0.2%)	3.8% (+0.3%)	7.9% (-2.6%)	34.2% (+5.3%)	53.2% (-2.7%)	87.4% (+2.6%)
Grade 3	0.8% (-1.1%)	1.6% (-2.5%)	7.5% (+1.7%)	32.3% (-3.7%)	57.8% (+5.7%)	90.1% (+2.0%)
Grade 4	15.9% (+0.4%)	7.9% (-3.2%)	8.9% (-5.3%)	31.5% (-1.3%)	35.8% (+9.4%)	67.3% (+8.1%)
Grade 5	9.5% (+1.7%)	8.7% (-0.2%)	12.1% (+2.2%)	34.1% (+3.6%)	35.6% (-7.2%)	69.7% (-3.6%)
Grade 6	4.3% (+0.6%)	8.2% (+2.4%)	5.8% (-3.1%)	21.4% (+1.0%)	60.2% (-1.1%)	81.6% (-0.1%)
Grade 7	6.8% (-0.9%)	4.3% (+0.4%)	10.1% (-6.1%)	39.0% (-6.1%)	39.8% (+12.7%)	78.8% (+6.6%)
Grade 8	4.1% (+0.6%)	4.1% (-1.7%)	7.4% (-1.2%)	17.5% (-6.0%)	66.8% (+8.2)	84.3% (+2.3)
Grade 9	9.9%	24.2%	19.8%	18.7%	27.5%	46.2%

*Percent change is the effect of change from EOY 2024-25 to EOY 2025-26 Growth Measure Scores.

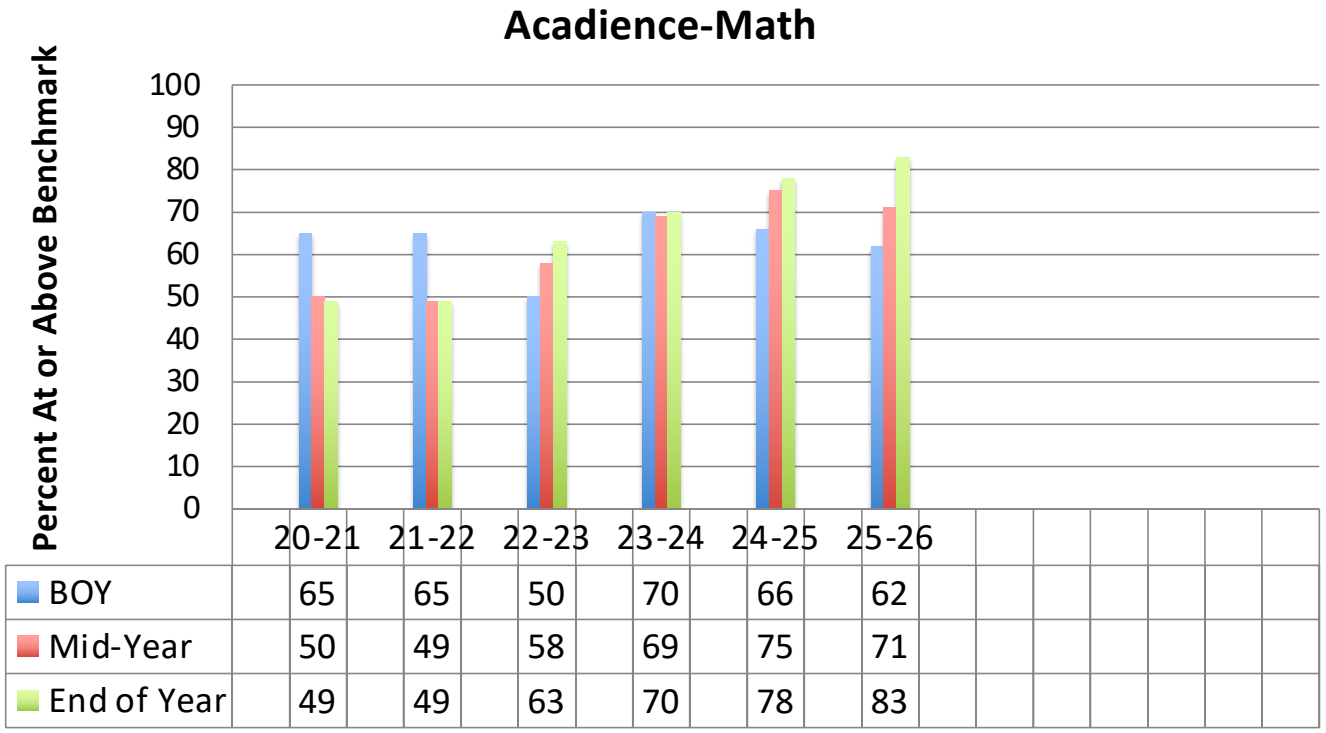
Acadience- Kindergarten



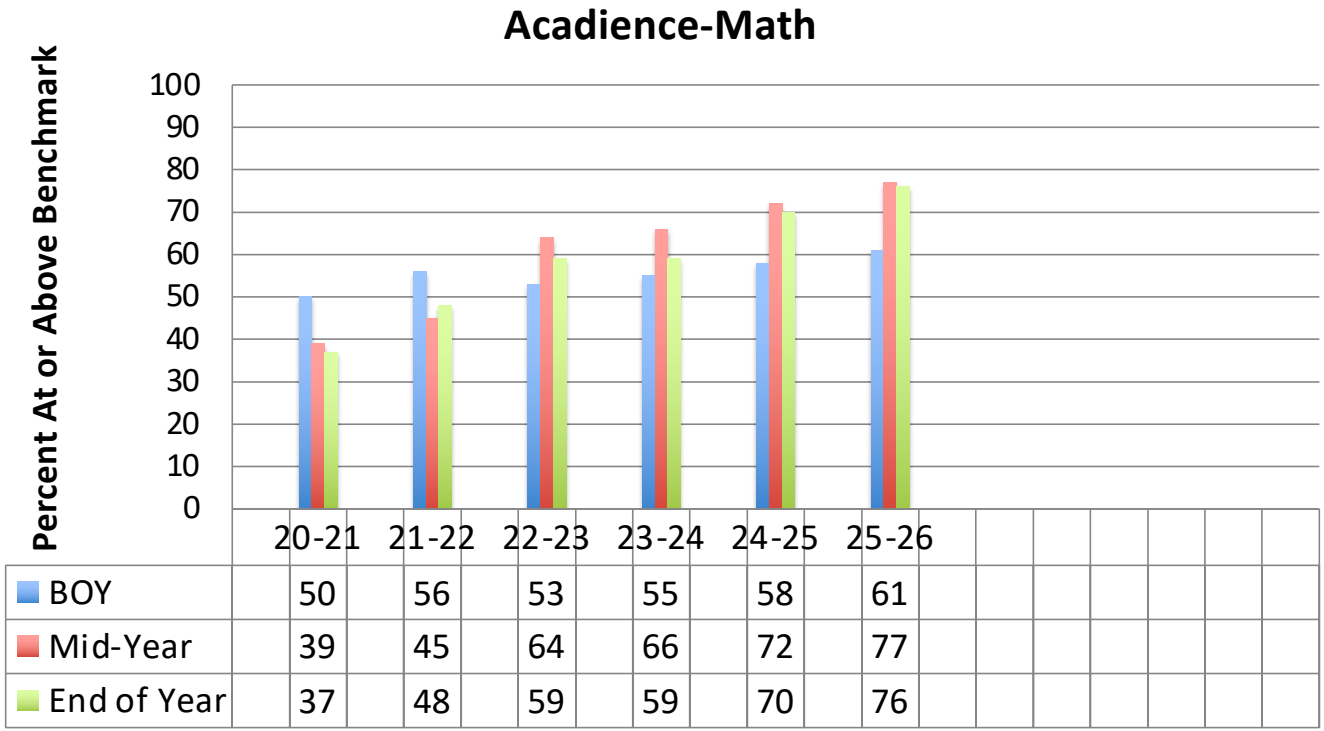
Acadience-First Grade



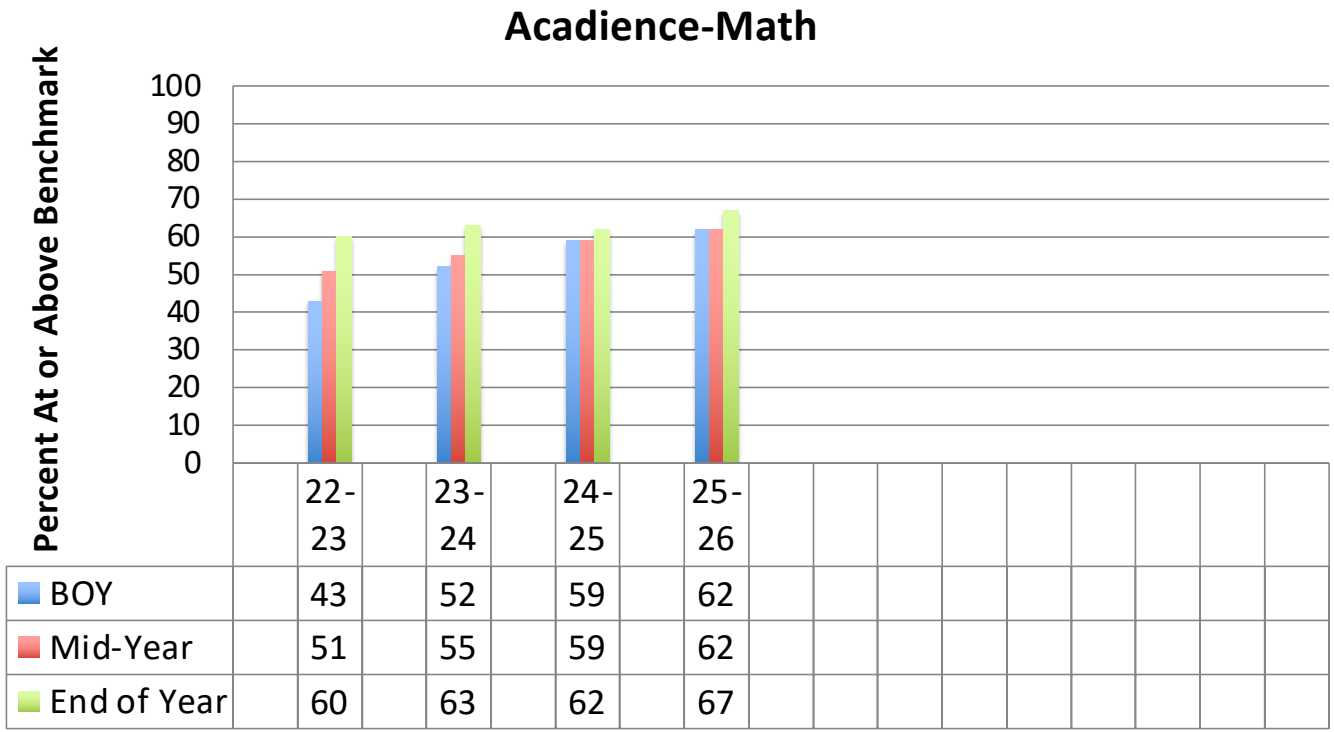
Acadience- Second Grade



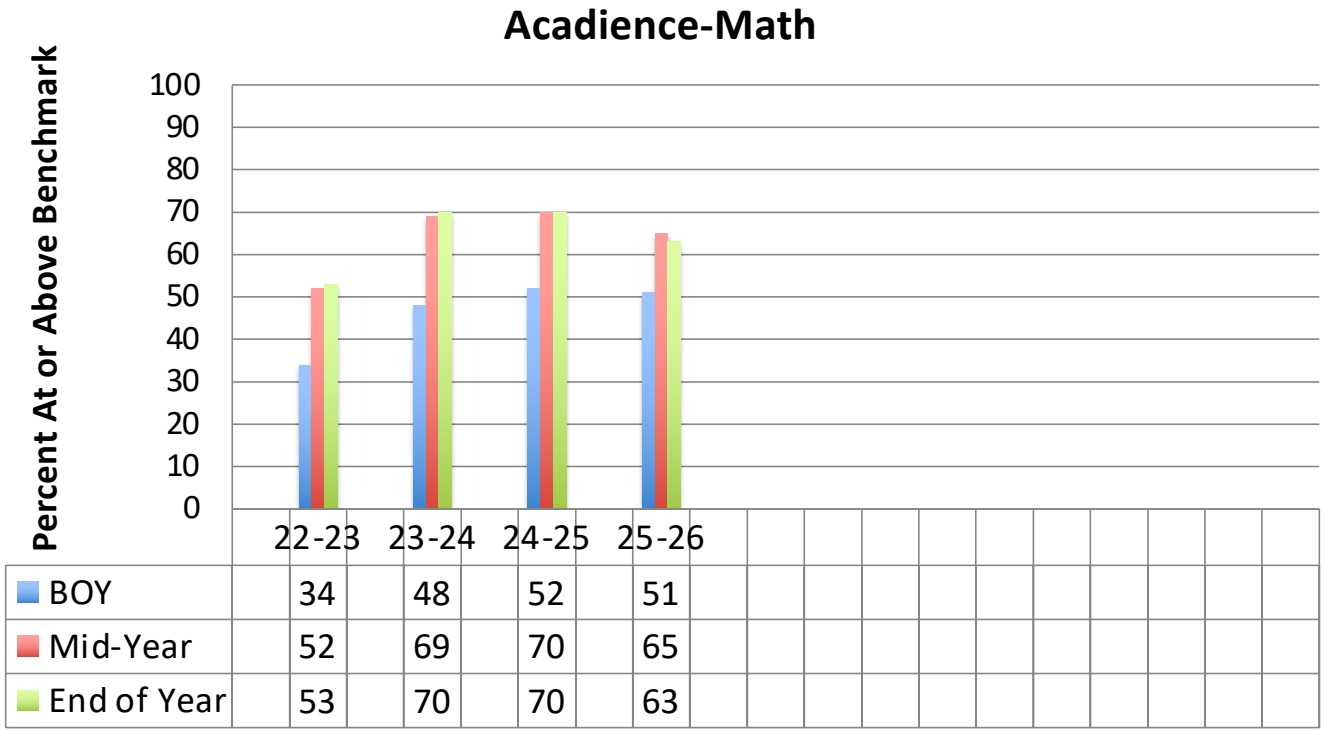
Acadience- Third Grade



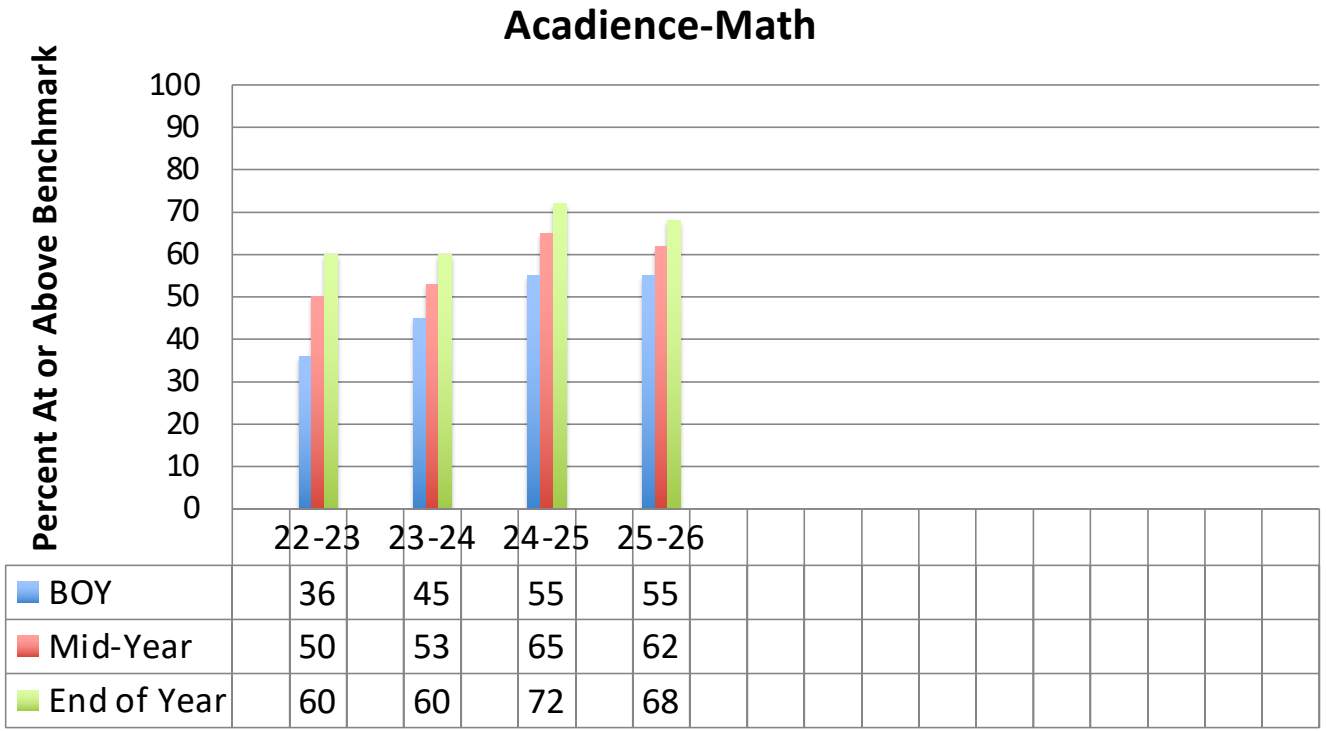
Acadience- Fourth Grade



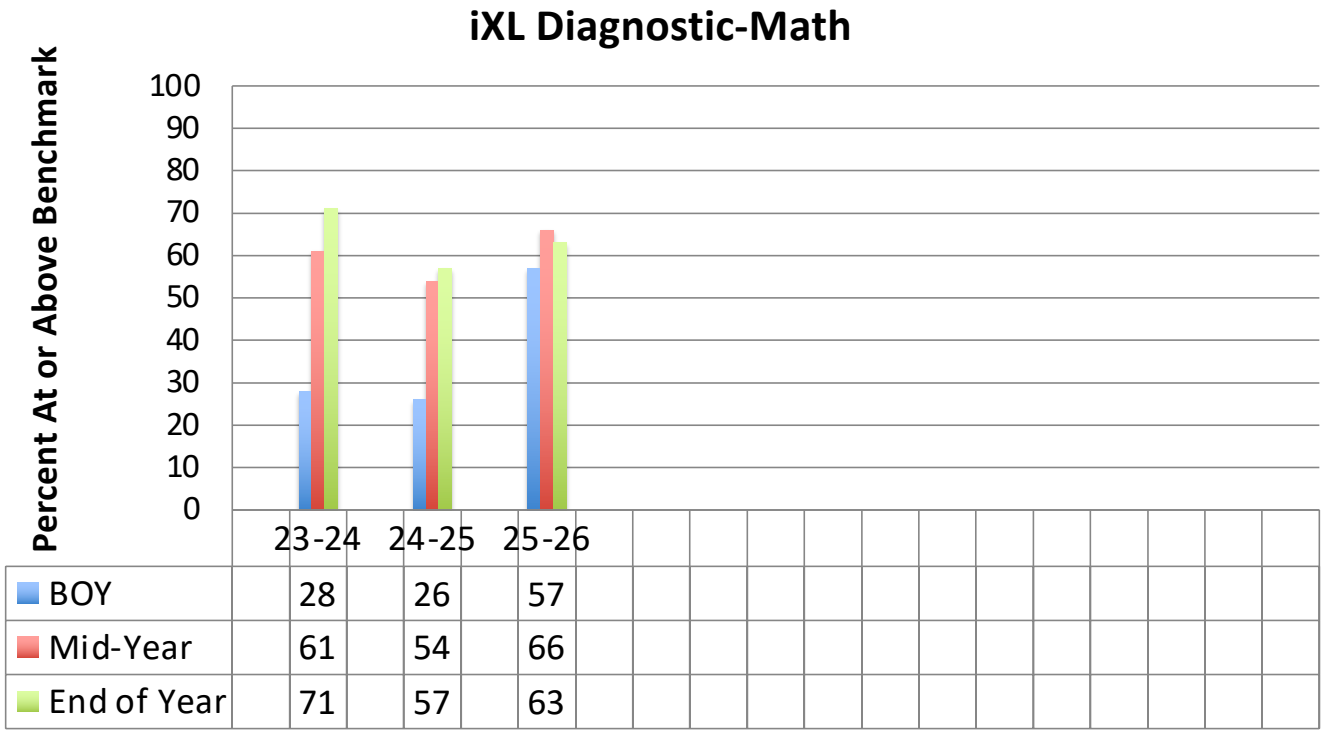
Acadience- Fifth Grade



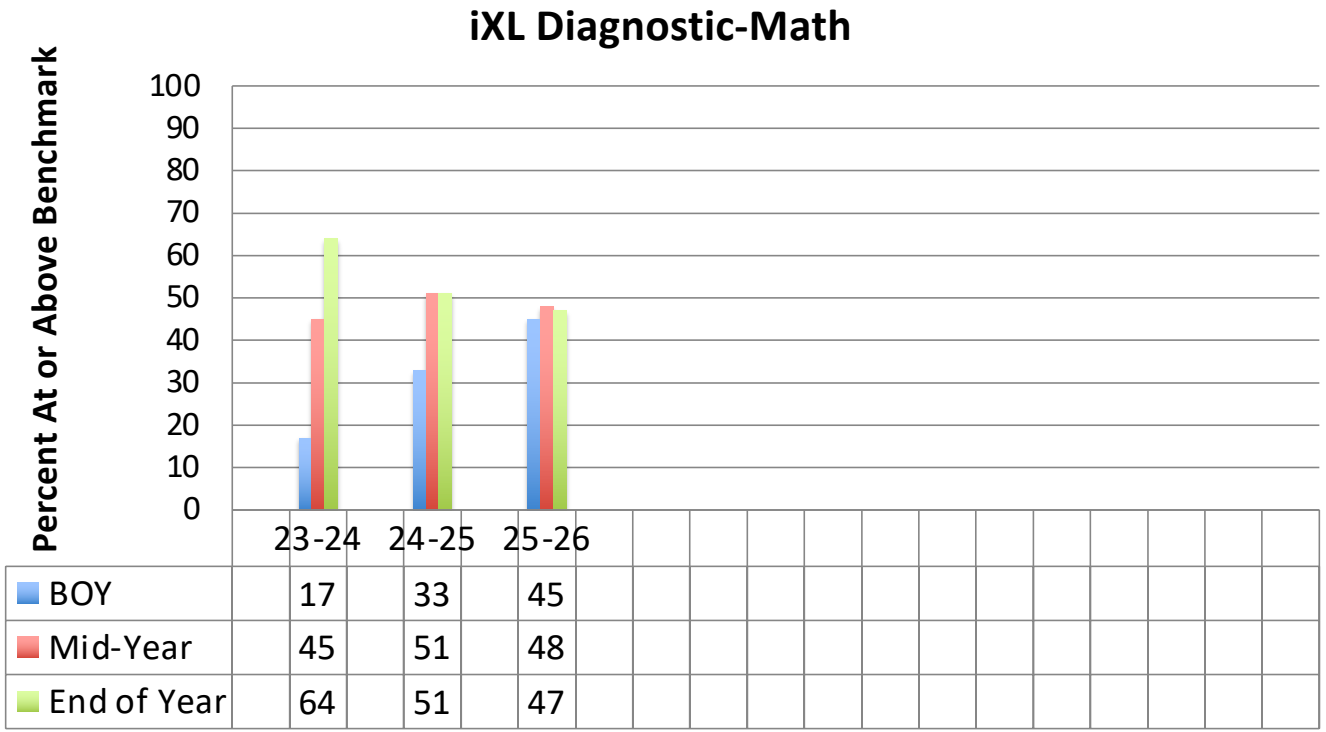
Acadience- Sixth Grade



iXL Diagnostic- Seventh Grade



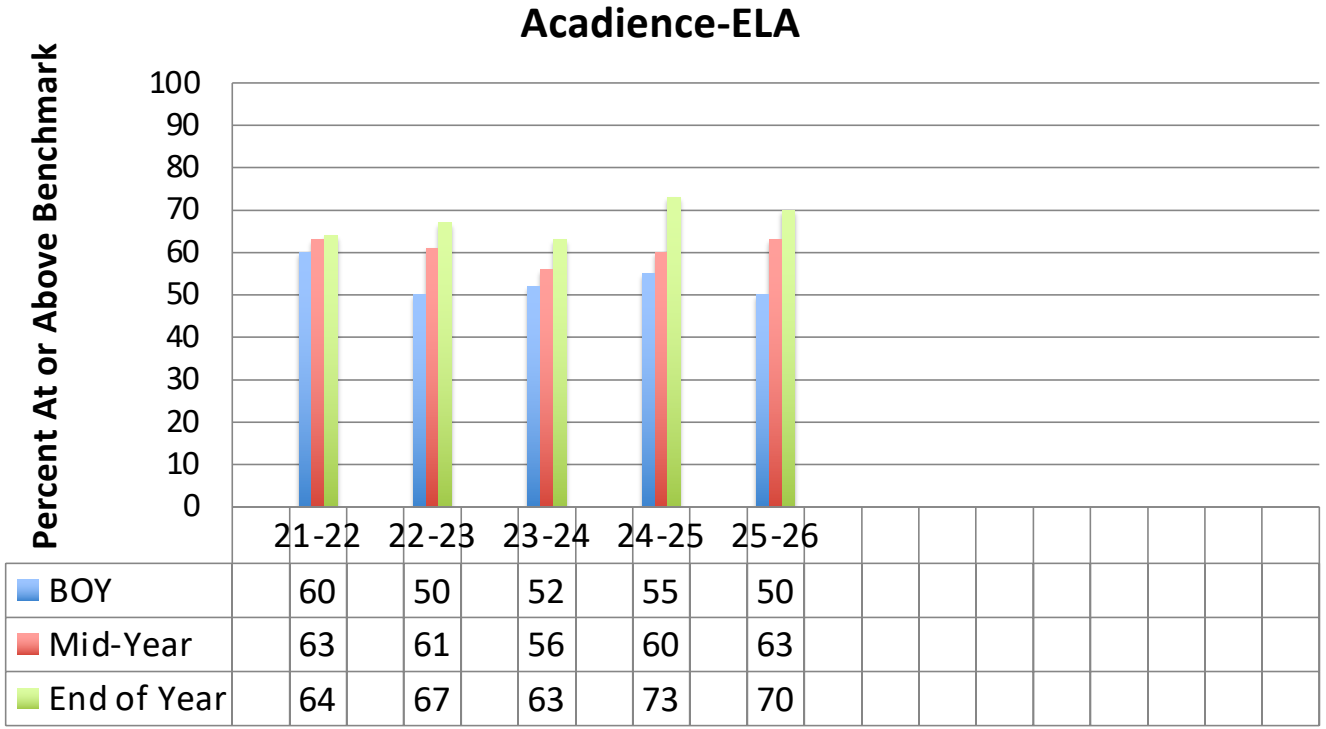
iXL Diagnostic- Eighth Grade



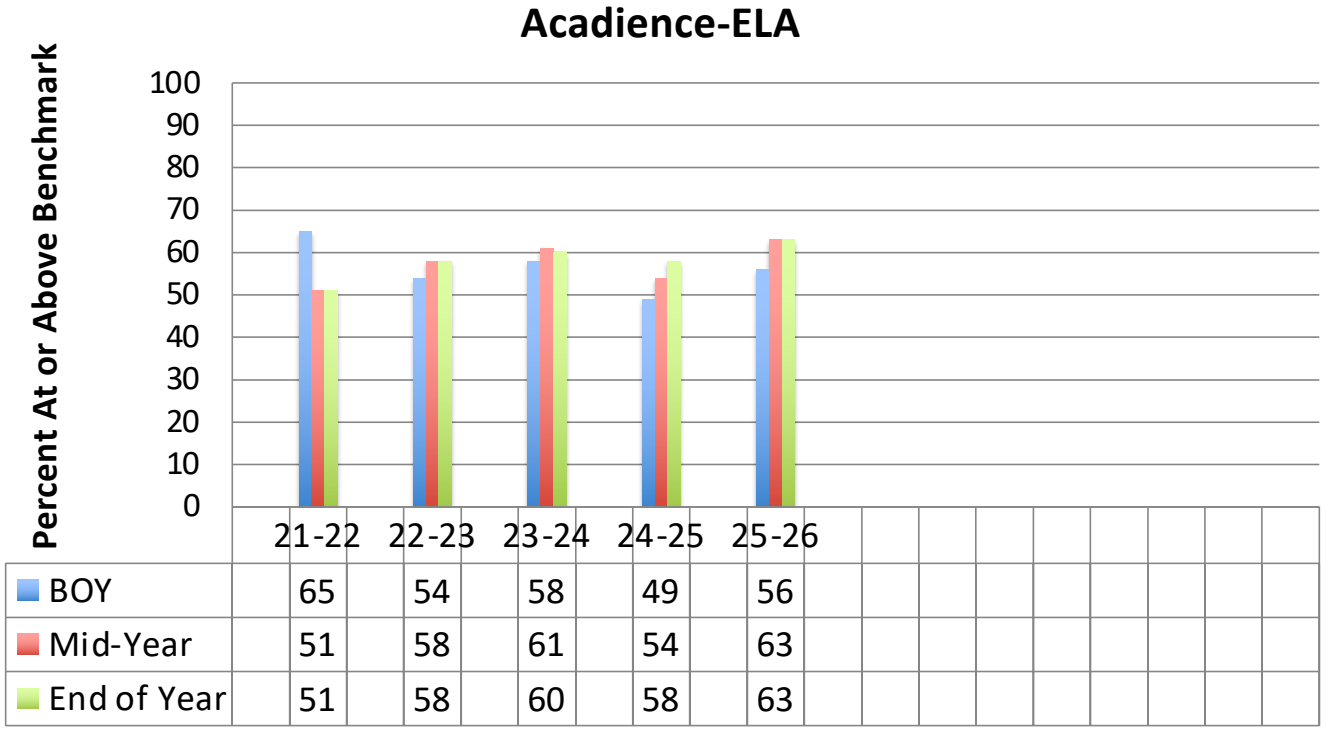
Central York School District End-of-Year ELA Data Review 2025-26

July 20, 2026

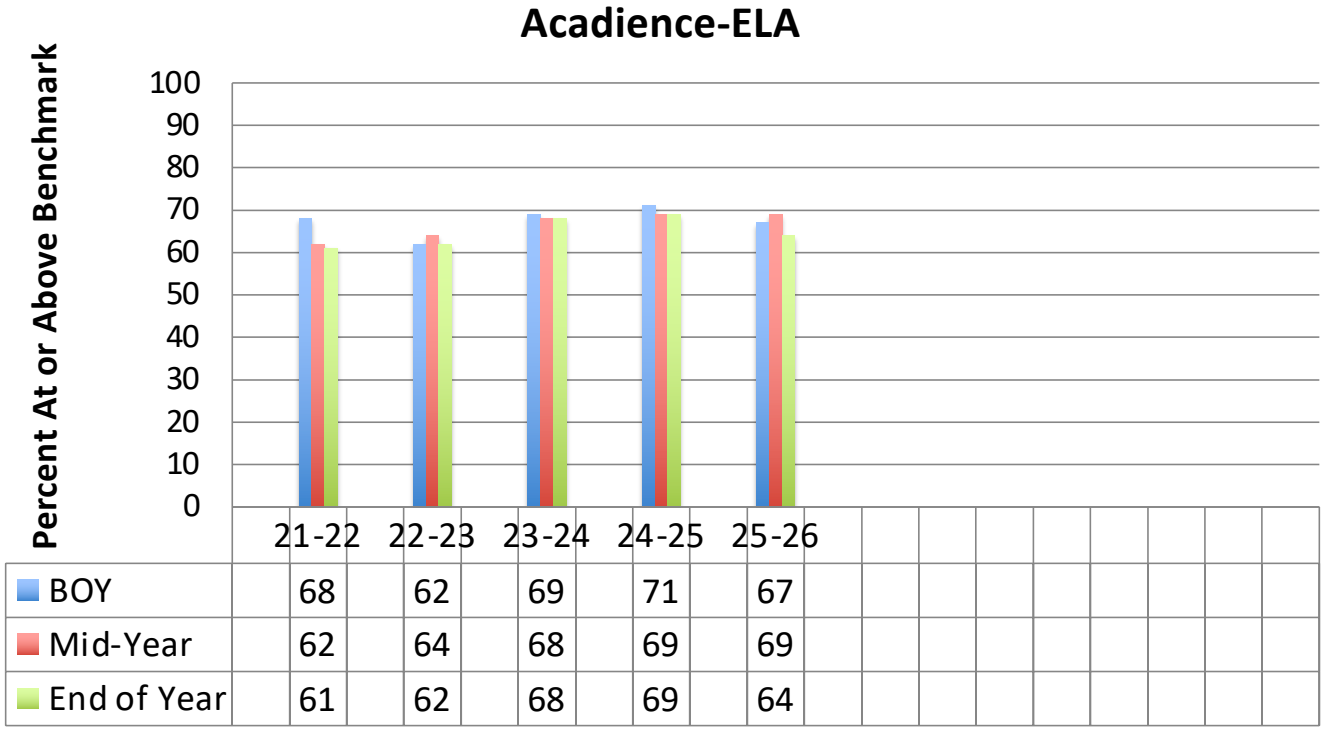
Acadience- Kindergarten



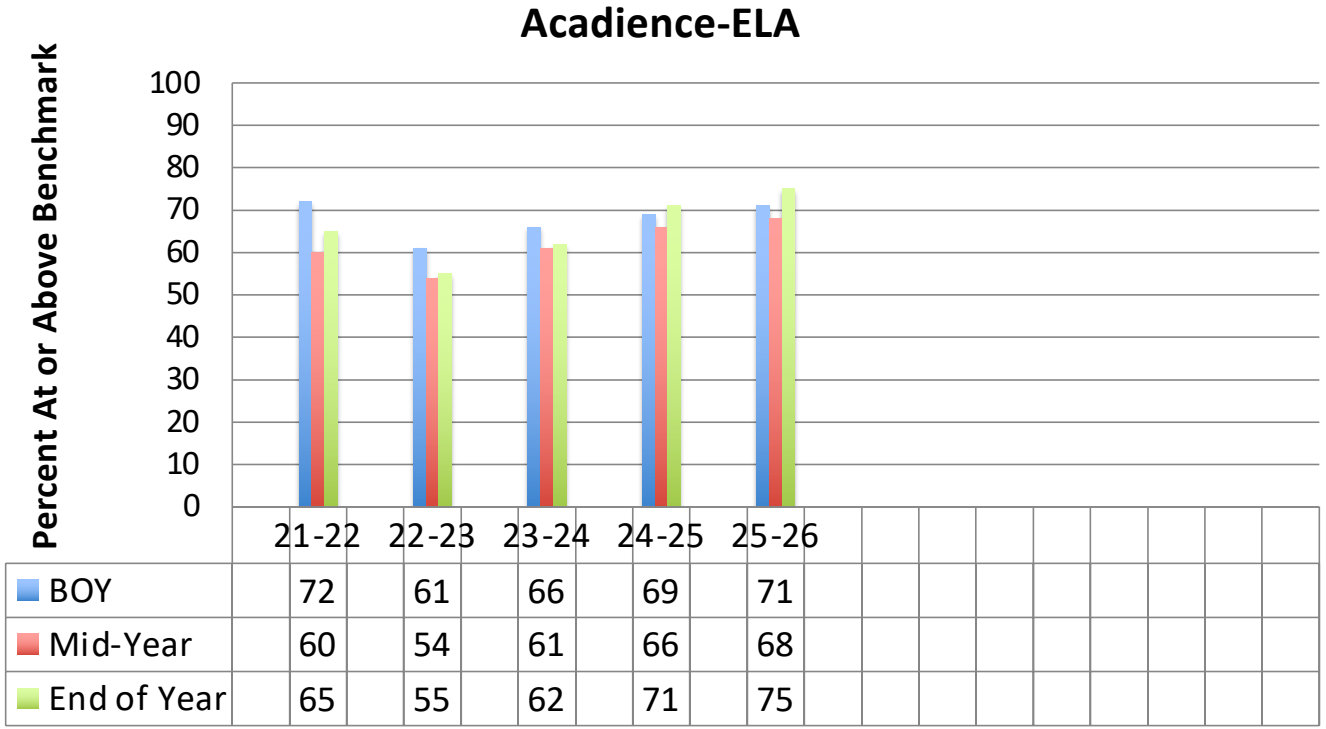
Acadience-First Grade



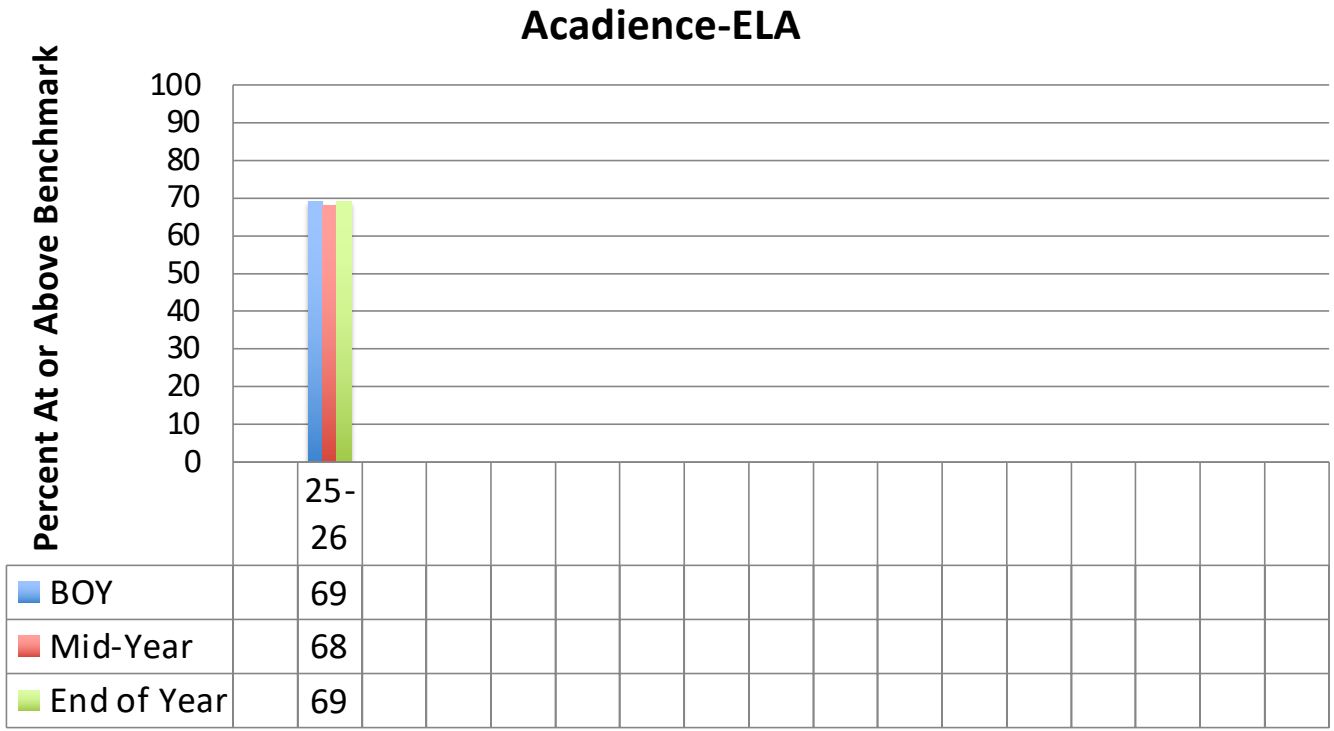
Acadience- Second Grade



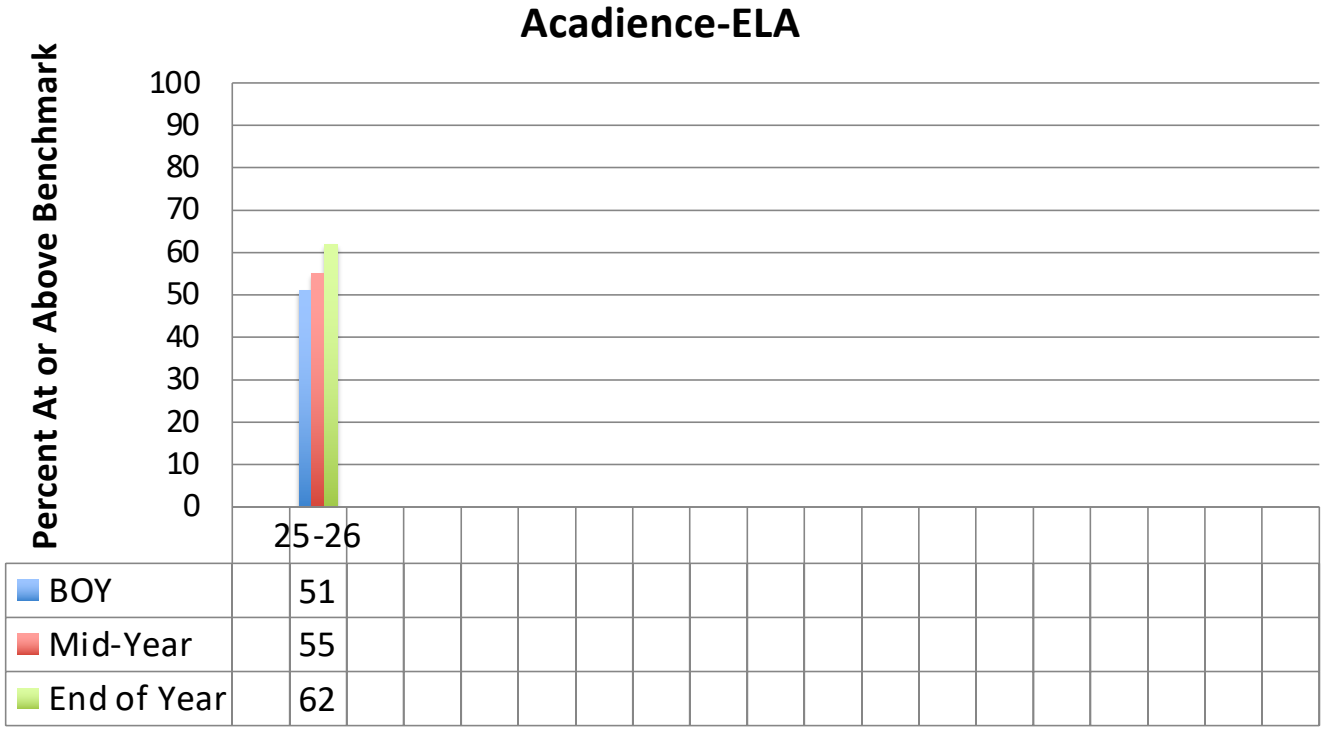
Acadience- Third Grade



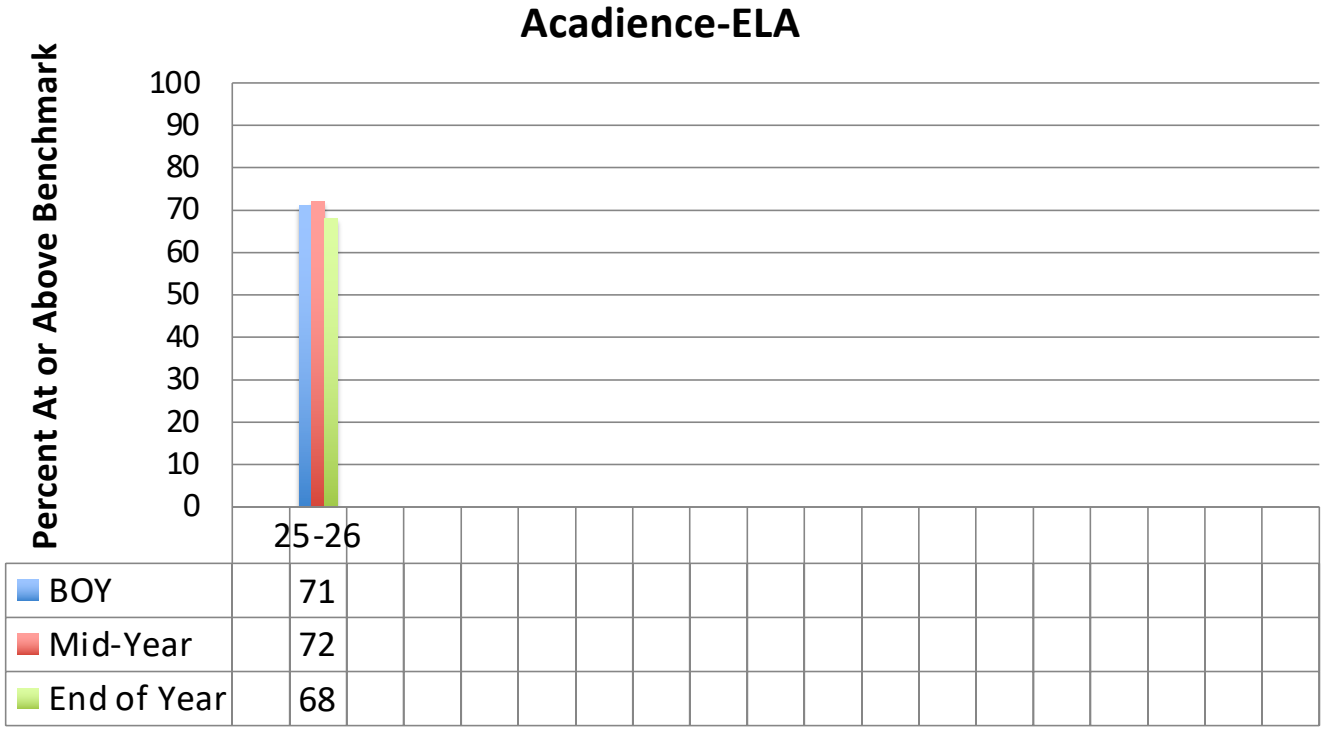
Acadience- Fourth Grade



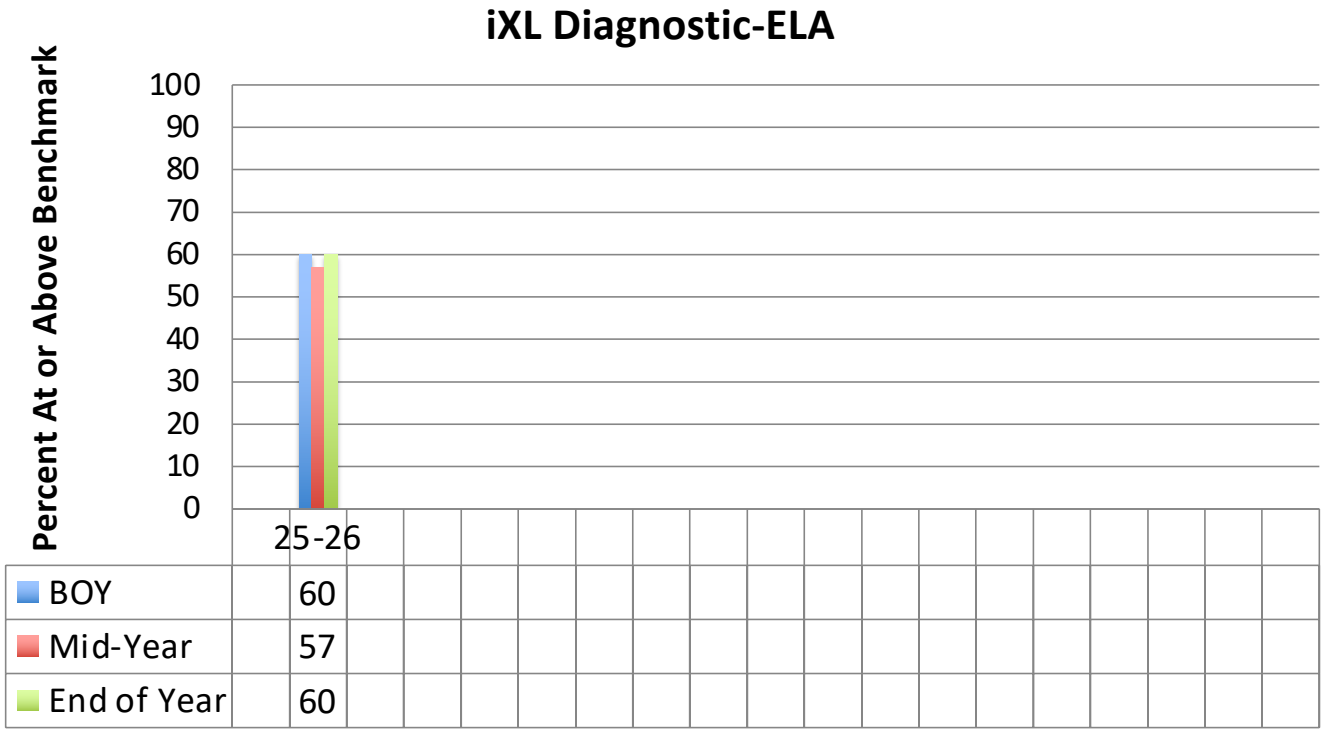
Acadience- Fifth Grade



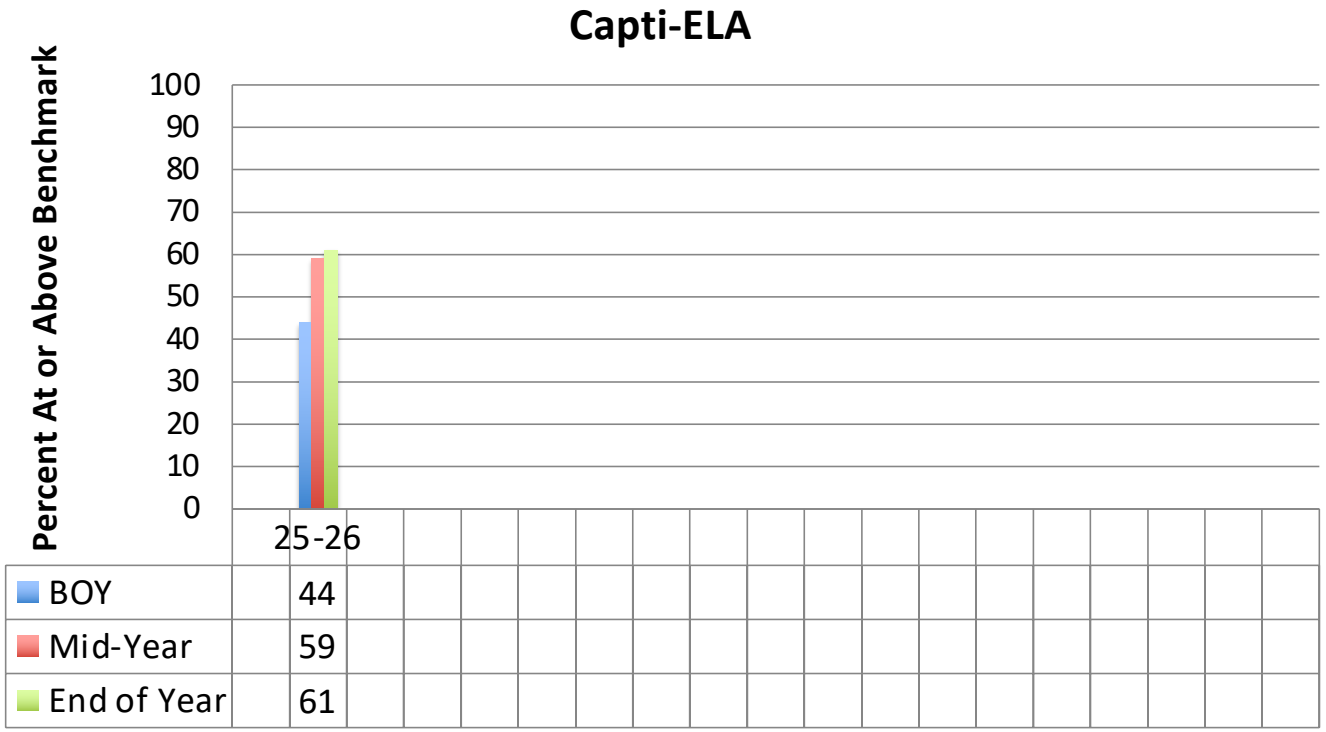
Acadience- Sixth Grade



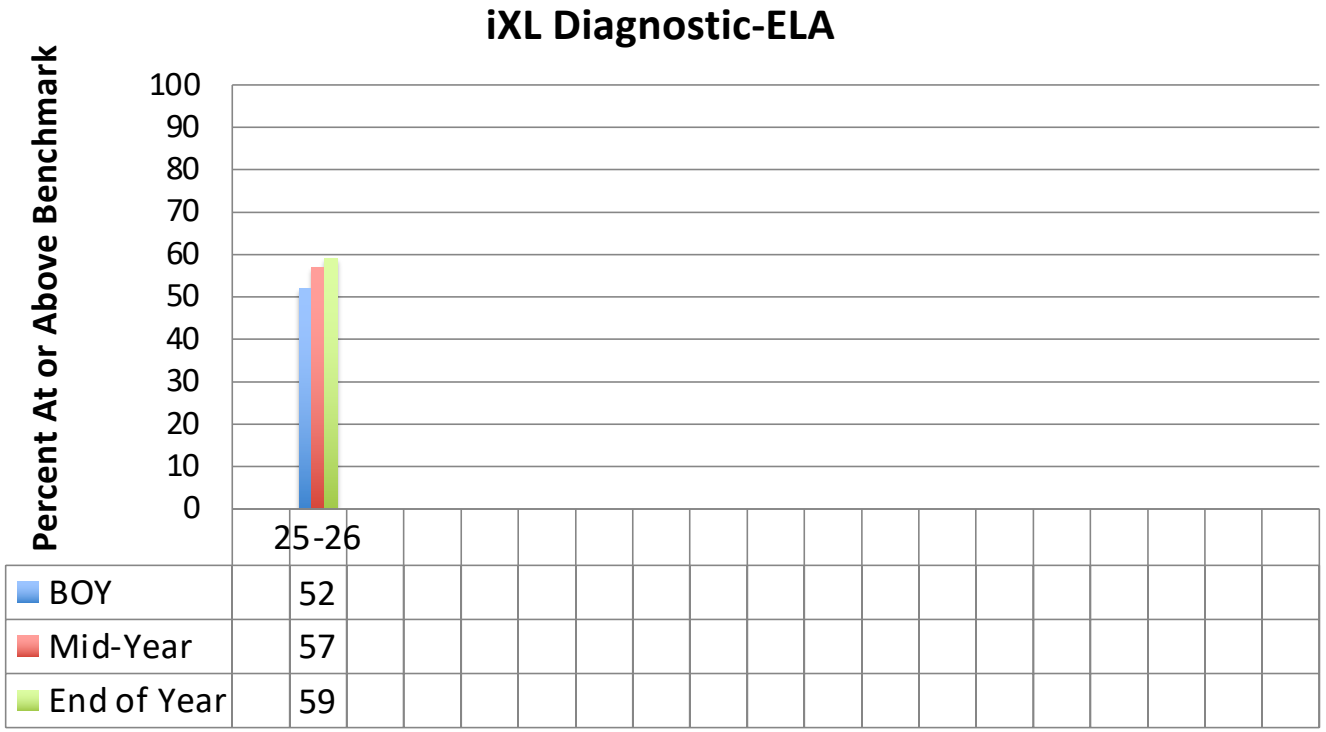
iXL Diagnostic- Seventh Grade



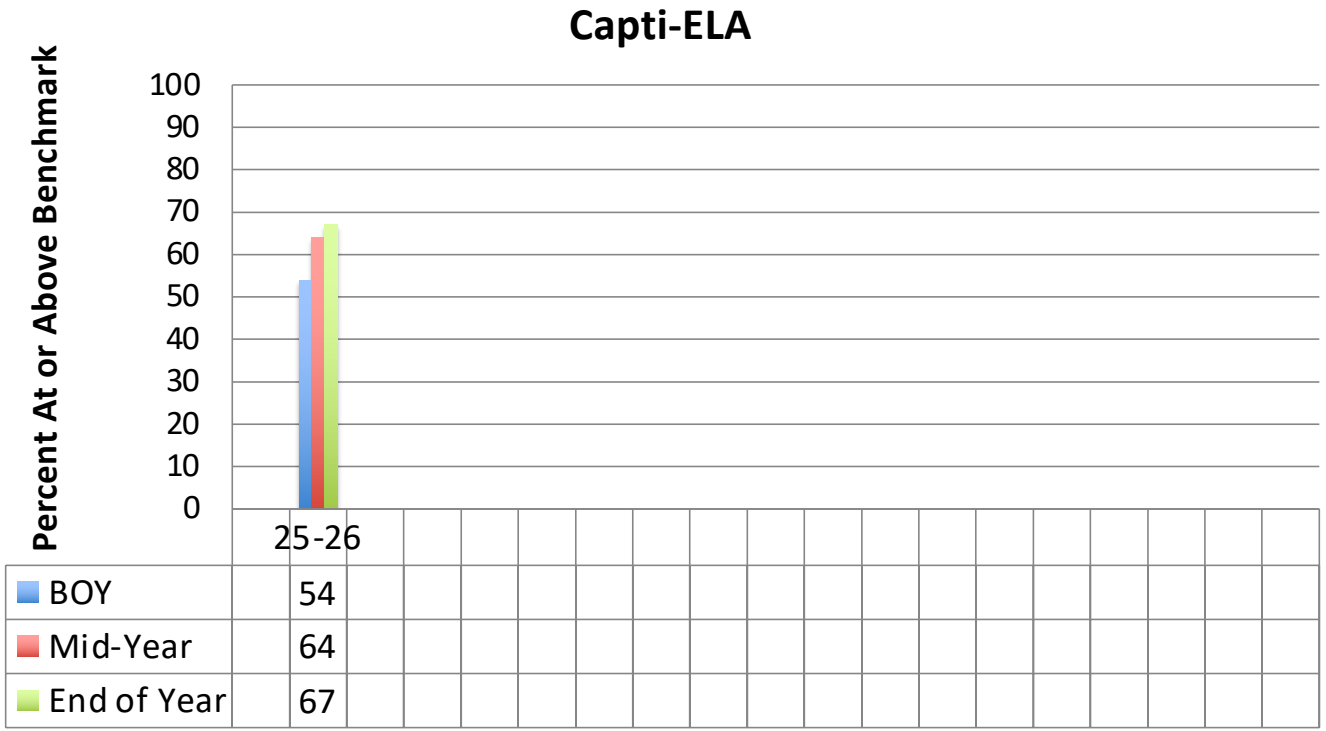
Capti Reading Assessment- Seventh Grade



iXL Diagnostic- Eighth Grade



Capti Reading Assessment- Eighth Grade



Central York School District

Culinary Arts 2 CTE

Overview

Grade Level: 11-12

Course Description:
Students will build on the culinary skills learned in Culinary Arts 1 and are immersed in increasingly more difficult techniques. An in-depth study of knife skills, time management, and flavor building techniques will be emphasized. Students will apply their knowledge of stock, sauces, and yeast breads within the lab setting. The course will also focus on how a professional kitchen is run by participating in Central's student run restaurant. Students will earn their ServSafe Allergens certificate by the end of the course.

Prerequisite: Culinary Arts 1 CTE

Course Big Ideas:

- Proper handling of produce impacts quality.
- Yeast doughs rely on time, temperature, and technique for successful, quality products.
- Kitchen workflow and organization drive speed, safety, and consistency in service.
- Nutrition knowledge supports health-conscious menu planning and customer needs.
- Food allergens require strict awareness and prevention to ensure customer safety.
- Seasoning and flavor development define the final quality of a dish.
- Stocks form the foundation of flavor in cuisine.
- Thickening agents control texture and stability in culinary preparations.
- Sauces and soups demonstrate culinary skill through flavor building and technique.

Course Essential Questions:

- In what ways can improper handling of produce impact food cost, nutrition, and customer satisfaction?
- How do time, temperature, and technique influence fermentation and the final quality of yeast-based products?
- What role does gluten development play in the structure and texture of yeast breads?
- How does effective kitchen organization improve speed, safety, and consistency during service?
- What systems and communication strategies are essential for a smoothly functioning professional kitchen?
- How does nutrition knowledge influence the development of balanced and health-conscious menu items?
- In what ways can chefs adapt recipes to meet diverse dietary needs while maintaining quality and flavor?
- Why is strict allergen awareness critical in preventing cross-contact and protecting customers?
- What procedures must be in place to ensure safe communication and preparation of allergen-sensitive foods?
- How do herbs, spices, acids, and fats work together to build balanced and complex flavors?
- What techniques can be used to correct or enhance flavor in a finished dish?
- Why are stocks considered the foundation of classical cuisine?
- How does technique and ingredient selection affect the depth and clarity of a stock?
- How do different thickening methods impact the texture, appearance, and stability of sauces and soups?
- When is it appropriate to use specific thickening techniques in professional cooking?
- How do sauces and soups demonstrate a chef's understanding of technique, balance, and flavor development?
- In what ways do mother sauces and soups serve as building blocks for more complex dishes?

Course Competencies:

- Apply proper preparation techniques for fruits and vegetables to maintain quality.
- Prepare yeast- based dough products using correct fermentation principles, measuring techniques, and baking

procedures to produce consistent, high-quality results.

- Demonstrate effective kitchen organization and workflow practices to improve efficiency, communication, safety, and consistency during production and service.
- Interpret basic nutrition principles to support menu planning and modify recipes to meet dietary guidelines and customer health needs.
- Apply proper seasoning techniques to enhance and balance flavor in prepared foods.
- Prepare foundational stocks using correct technique.
- Demonstrate proper use of thickening agents to achieve desired texture, consistency, and product quality for soups and sauces.
- Prepare a variety of sauces and soups using standard culinary methods to demonstrate understanding of flavor building, technique, and consistency.

Course Assessments:

- Projects
- Completed assignments
- Labs
- Skill evaluations
- ServSafe Allergen Certificate
- Tests

Central York School District

Culinary Arts 2 CTE

Grade Level: 11-12

Unit 1: Fruits and Vegetables

Time: 4 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

National FCS State Standards

- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.

Know:

- Washing and sanitizing procedures for equipment.
- Hand tools and smallwares used for fruits and vegetables.
- Market forms of fruits and vegetables.
- Methods of preparing fruits and vegetables.

Understanding/Key Learning:

- Fruits and vegetables are available in a variety of market forms (fresh, frozen, canned, dried, and processed), and each form has advantages, limitations, and appropriate culinary uses.
- Proper selection of fruits and vegetables requires evaluating quality indicators such as color, texture, ripeness, freshness, and absence of damage or spoilage.
- Different preparation methods, including peeling, cutting, zesting, and trimming, affect the appearance, texture, flavor, and usability of fruits and vegetables.
- Standard knife cuts, including bâtonnet, julienne, small dice, medium dice, large dice, brunoise, chiffonade, and mince, are used to achieve uniform cooking, accurate portioning, and attractive presentation.

- Properly sharpening and honing knives improves cutting performance, reduces product waste, and promotes workplace safety.
- Garnishes should enhance the appearance of a dish while remaining edible, appropriate, and complementary to the food being served.
- Uniform cuts and professionally prepared garnishes contribute to product quality, customer satisfaction, and industry-standard food presentation.

Do:

- Operate, clean, and sanitize small equipment.
- Pass safety tests for all small, large, and handheld kitchen equipment, including knives.
- Identify and use hand tools and smallwares used.
- Prepare food following standardized recipes within industry time limits.
- Prepare garnishes.
- Perform knife cuts: bâtonnet, julienne, small/medium/large dice, brunoise, chiffonade, and mince.
- Sharpen and hone knives.
- Select vegetables and fruits in their market forms.
- Prepare vegetables and fruits.
- Peel, cut, and zest fruits and vegetables.

Unit Essential Questions:

- How do food safety, sanitation, and HACCP procedures ensure that fruits and vegetables are prepared and served safely in a professional kitchen?
- How do proper knife skills, equipment use, cooking methods, and time-temperature controls affect the quality, flavor, texture, and safety of fruit and vegetable dishes?
- How can chefs use fruits and vegetables to create visually appealing, well-balanced dishes that meet professional standards for plating, garnishing, and presentation?

Lesson Essential Questions:

- How do different market forms of fruits and vegetables affect quality, cost, storage, and culinary applications?
- What factors should be considered when selecting fruits and vegetables for a recipe or foodservice operation?
- Why is proper preparation of fruits and vegetables important for food safety, quality, and presentation?
- How do peeling, cutting, and zesting techniques impact the flavor, texture, and appearance of fruits and vegetables?
- Why are knife maintenance skills, such as sharpening and honing, essential in a professional kitchen?
- How do specific knife cuts (bâtonnet, julienne, dice, brunoise, chiffonade, and mince) influence cooking time, consistency, and presentation?
- How can garnishes enhance the visual appeal and overall dining experience of a dish?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
Projector and unit presentations
Lab space and recipes
Garnishing tools (microplane, mandoline, knives ect.)

Vocabulary:

Presentation Plating Edible garnish

Non-edible garnish
Aesthetic appeal
Contrast
Portion control
Tourne
Fluting
Zesting
Supreme
Carving
Channel knife
Mandoline
Microgreens
Fresh produce
Frozen produce
Canned produce
Dried produce
Dehydrated produce
Processed produce
Individually Quick Frozen (IQF)
Seasonality
Bruising
Blemish
Root vegetable
Tuber
Bulb
Leafy green
Cruciferous vegetable
Legume
Stone fruit
Citrus fruit
Berry
Core
Seed
Hull
Shock
Par-cook
Caramelization
Ethylene gas
Shelf life
First In, First Out (FIFO)
Oxidation

Assessments:

Labs
Formative assessment

Central York School District

Culinary Arts 2 CTE

Grade Level: 11-12

Unit 2: Yeast Breads

Time: 4 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

National FCS State Standards

- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.

Know:

- Washing and sanitizing procedures for equipment.
- Hand tools and smallwares used for yeast breads.
- Baking ingredients and their functions.
- What yeast needs to begin fermentation.

Understanding/Key Learning:

- Each baking ingredient serves a specific purpose that affects the texture, flavor, appearance, and structure of the final product.
- Flour provides the structural framework of baked goods through the development of gluten.
- Yeast is a living microorganism that produces carbon dioxide gas during fermentation, causing dough to rise.
- Yeast requires moisture, food (sugar), and appropriate temperatures to begin and maintain the fermentation process.
- Sugar contributes more than sweetness by providing food for yeast, promoting browning, and helping retain moisture.
- Fats improve tenderness, flavor, and shelf life while influencing the texture and richness of baked products.
- Eggs contribute structure, moisture, color, flavor, and leavening in many baked goods.

- The balance and measurement of ingredients directly impact product quality, making accuracy essential in baking.
- Proper mixing, kneading, proofing, and baking techniques are critical to the successful preparation of yeast-raised products.
- Understanding ingredient functions allows bakers to troubleshoot and adjust recipes to achieve desired results and consistently produce high-quality yeast-raised products.

Do:

- Operate, clean, and sanitize small equipment.
- Pass safety tests for all small, large, and handheld kitchen equipment, including knives.
- Identify and use hand tools and smallwares used.
- Prepare food following standardized recipes within industry time limits.
- Prepare yeast raised products.
- Explain the function of baking ingredients.

Unit Essential Questions:

- How do time, temperature, and baking techniques affect the quality, texture, and flavor of yeast breads?
- Why are accurate scaling, measuring, and portion control essential to producing consistent, high-quality yeast breads?
- How do professional baking equipment and current technologies contribute to the successful production of yeast breads?
- How can bakers apply their understanding of ingredients, fermentation, and baking methods to consistently produce high-quality yeast breads?

Lesson Essential Questions:

- How does each baking ingredient contribute to the success of a yeast-raised product?
- Why is it important to understand the function of ingredients when preparing baked goods?
- What conditions does yeast need to begin and maintain fermentation?
- How does fermentation affect the texture, flavor, and appearance of yeast-raised products?
- What happens when ingredients are measured incorrectly in a baking recipe?
- How do flour, water, yeast, sugar, salt, and fat work together to create a successful dough?
- Why is temperature important during mixing, proofing, and baking yeast-raised products?
- How can understanding ingredient functions help identify and correct problems in baked products?
- What techniques are necessary to properly prepare and handle yeast doughs?
- How do the ingredients and preparation methods used in yeast-raised products influence the quality of the final product?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
How Baking Works Textbook
Dessert Course Textbook
Projector and unit presentations
Lab space and recipes

Vocabulary:

Yeast	Leavening	Active dry yeast
Fermentation	Proofing	Instant yeast

Compressed yeast
Kneading
Gluten
Elasticity
Extensibility
Hydration
Scaling
Shaping
Punch down
Lean dough
Enriched dough
Direct method
Indirect method
Scoring
Docking
Low knead
Full knead
Biological leavener
Chemical leavener
Emulsifier
Binder

Assessments:

Labs
Formative assessment

Central York School District

Culinary Arts 2 CTE

Grade Level: 11-12

Unit 3: Nutrition

Time: 2 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.C Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 11.1.9-12.D Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.
- 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 11.1.9-12.I Analyze the breakdown of foods, the absorption of nutrients, and their conversion to energy by the body.

National FCS State Standards

- 9.3.2 Analyze nutritional data.
- 9.4.1 Analyze nutritional needs of individuals.

Know:

- Macro and micro nutrients
- Parts of a food label
- Common dietary restrictions
- Sources and functions of nutrients

Understanding/Key Learning:

- Nutrients are classified as macronutrients and micronutrients, and each plays a distinct role in supporting overall health and body function.
- The human body requires a balance of carbohydrates, proteins, and fats, along with vitamins and minerals, to maintain energy, growth, and repair.
- Food labels provide essential information about serving size, ingredients, and nutrient content that help consumers make informed dietary choices.
- Understanding serving sizes is critical for accurately interpreting calorie intake and nutrient values on food labels.
- Ingredients lists reveal the composition of foods and can help identify added sugars, preservatives, allergens, and nutrient quality.
- Major nutrients come from a variety of food sources and serve specific functions such as energy production, immune support, and tissue building.
- Dietary guidelines are research-based recommendations that help individuals maintain a balanced and health-supportive diet.
- Dietary restrictions, allergies, and intolerances require careful attention to ingredients and food preparation methods to ensure safety and health.
- Nutritional concerns and special dietary needs influence food choices and require critical evaluation of nutrient content and food labels.
- Effective nutrition decision-making involves analyzing food labels, understanding nutrient roles, and applying

dietary guidelines to everyday eating choices.
Do:
• Research dietary guidelines. • Interpret food labels in terms of the portion size, ingredients, and nutritional value. • Identify major nutrients, their sources, and functions. • Research nutritional concerns, food allergies/intolerances, and dietary restrictions.

Unit Essential Questions:

- How do macronutrients and micronutrients work together to support overall health, and how can we identify them in the foods we eat?
- In what ways can food labels and dietary guidelines help individuals make informed choices about nutrition and healthy eating?
- How do dietary restrictions, allergies, and nutritional needs influence food selection, preparation, and overall diet planning?

Lesson Essential Questions:

- What are macronutrients and how do they differ from micronutrients?
- Why does the body need carbohydrates, proteins, and fats in different amounts?
- How do vitamins and minerals support specific body functions such as immunity, growth, and energy production?
- What are the main sources of macronutrients and micronutrients in everyday foods?
- What information is required on a food label, and why is each part important?
- How does serving size impact the interpretation of calories and nutrient values?
- How can the ingredients list help identify healthier food choices or potential allergens?
- How can food labels be used to compare two similar products?
- What are dietary guidelines?
- How do dietary guidelines help people plan balanced meals?
- Why do nutritional needs vary across different ages and lifestyles?
- How do cultural, medical, and ethical factors influence dietary restrictions?
- Why is it important to consider dietary restrictions when planning meals for groups?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
Projector and unit presentations
Lab space and recipes

Vocabulary:

Macronutrients
Micronutrients
Carbohydrates
Proteins
Fats
Vitamins
Minerals
Water
Calorie
Nutrient density
Nutrition facts label
Serving size
Portion size
Nutrient content claim
Health claim

Assessments:

Labs
Nutritional meal planning project
Formative assessment

Central York School District

Culinary Arts 2 CTE

Grade Level: 11-12

Unit 4: Kitchen Workflow

Time: 1 week

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.

National FCS State Standards

- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.

Know:

- Safe procedures for honing and sharpening knives.
- Positions of the brigade system.
- Common food allergens.
- Ways to avoid cross contact.

Understanding/Key Learning:

- Professional kitchens use a brigade system to organize staff responsibilities, improve communication, and promote efficiency in food production and service.
- Each position within the kitchen brigade has specific duties that contribute to the overall success, safety, and productivity of the operation.
- Proper knife maintenance through honing and sharpening improves cutting performance, increases safety, and extends the life of culinary tools.
- Honing and sharpening serve different purposes and require specific techniques to maintain knives according to industry standards.
- Food allergens can cause serious health risks, making it essential for foodservice professionals to recognize common allergens and understand their impact on customers.
- Cross contact occurs when an allergen is unintentionally transferred from one food or surface to another and can result in severe allergic reactions.
- Foodservice professionals have a responsibility to follow procedures that prevent allergen cross contact throughout receiving, storage, preparation, cooking, and service.
- Effective communication, proper cleaning and sanitizing, dedicated equipment, and careful food handling practices help reduce the risk of allergen exposure.
- Safe knife maintenance and allergen management are essential professional skills that protect both employees and customers in a foodservice operation.
- Understanding kitchen organization, equipment care, and food safety practices contributes to a safe, efficient, and professional culinary environment.

Do:

- Analyze the kitchen brigade system.
- Sharpen and hone knives.
- Identify common food allergens.
- Describe and demonstrate procedures to avoid cross contact.

Unit Essential Questions:

- Why is it important for culinary professionals to understand their roles, maintain equipment properly, and follow food safety practices?
- How can foodservice employees protect both coworkers and customers through effective communication, proper knife care, and allergen management?

Lesson Essential Questions:

- How does the kitchen brigade system contribute to efficiency, communication, and productivity in a professional kitchen?
- What roles and responsibilities do different members of the kitchen brigade have, and how do they work together to ensure success?
- Why is proper knife maintenance important for safety, efficiency, and food quality?
- How do honing and sharpening differ, and when should each technique be used?
- What are the most common food allergens, and why is it important for foodservice professionals to recognize them?
- What is cross contact, and how is it different from cross contamination?
- What procedures can foodservice workers use to prevent allergen cross contact during food preparation and service?
- How does effective communication among kitchen staff help protect customers with food allergies?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
ServSafe Allergen Online training
Projector and unit presentations
Lab space and recipes

Vocabulary:

Brigade system	Garde manger	Allergic reaction
Executive chef	Expediter	Anaphylaxis
Sous chef	Chain of command	Sensitivity
Chef de partie	Kitchen hierarchy	Ingredient label
Saucier	Allergen	Cross contact

Assessments:

ServSafe allergen certificate exam

Central York School District

Culinary Arts 2 CTE

Grade Level: 11-12

Unit 5: Seasoning and Flavor

Time: 3 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

National FCS State Standards

- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- 8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.
- 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

Know:

- Washing and sanitizing procedures for equipment.
- Hand tools and smallwares used for herbs, spices, and condiments.
- Different herbs and spices.
- Different condiments.
- Ways to prepare and use herbs and spices.
- How we interpret flavor.

Understanding/Key Learning:

- Herbs, spices, seasonings, and condiments each contribute distinct flavors, aromas, and functions in cooking, and are not interchangeable in all situations.
- Herbs and spices come in different market forms (fresh, dried, ground, whole, pastes, and extracts) and that each form impacts potency, flavor, and usage.

- Condiments serve as flavor enhancers or complements and can be used before, during, or after cooking depending on the desired outcome.
- Correct storage, handling, and preparation methods preserve the freshness, strength, and safety of herbs, spices, and seasonings.
- Balancing seasoning requires evaluating saltiness, sweetness, acidity, bitterness, and umami to achieve a well-rounded flavor profile.
- Identifying herbs, spices, and condiments by their form and use is essential for accurate recipe execution and culinary consistency.
- Thoughtful use of herbs and spices allows cooks to create depth of flavor without relying on excessive salt, fat, or sugar.

Do:

- Operate, clean, and sanitize small equipment.
- Pass safety tests for all small, large, and handheld kitchen equipment, including knives.
- Identify and use hand tools and smallwares used.
- Prepare food following standardized recipes within industry time limits.
- Identify herbs, spices, seasonings, and condiments and their market forms.
- Use herbs, spices, seasonings, and condiments.
- Evaluate foods for seasoning and flavor balance.

Unit Essential Questions:

- How do herbs, spices, seasonings, and condiments influence the flavor, aroma, and overall balance of a dish?
- How does a cook select and use different forms of herbs and spices to achieve consistent and intentional flavor results in cooking?
- What does it mean for a dish to be well-seasoned, and how can chefs evaluate and adjust flavor to create balance?

Lesson Essential Questions:

- What are the differences between herbs, spices, seasonings, and condiments?
- How can you correctly identify common herbs and spices used in professional kitchens?
- What are the different market forms of herbs and spices (fresh, dried, ground, whole, pastes), and how do they differ in use?
- How does the form of an herb or spice affect its flavor strength and cooking application?
- When is it best to add herbs and spices during the cooking process to maximize flavor?
- How do condiments function differently from herbs and spices in recipes and meal preparation?
- What are effective methods for preparing and using fresh herbs in cooking?
- What are the 5 basic flavors?
- How does your sense of smell affect your sense of taste?
- What does "seasoning to taste" mean, and how can a chef determine the right amount of seasoning?
- How do you evaluate whether a dish has balanced flavor using saltiness, sweetness, acidity, bitterness, and umami?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
Projector and unit presentations
Lab space and recipes

Vocabulary:

Herbs	Seasoning	Flavor profile
Spices	Condiment	Aroma

Fresh herbs
Dried herbs
Whole spices
Ground spices

Extracts
Blends
Marinade
Rub

Umami
Infusion
Garnish

Assessments:

Labs
Formative assessment

Central York School District

Culinary Arts 2 CTE

Grade Level: 11-12

Unit 6: Stocks, Sauce, and Soups

Time: 4 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

National FCS State Standards

- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- 8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.
- 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

Know:

- Washing and sanitizing procedures for equipment.
- Hand tools and smallwares used for stocks, sauces, and soups.
- Parts of a stock.
- Types of soups.
- The 5 mother sauces.
- Various types of thickening agents.

Understanding/Key Learning:

- Stocks are foundational liquids made by extracting flavor, aroma, color, and nutrients from bones, mirepoix, and aromatics through simmering.
- The differences between white stock, brown stock, fish stock, and vegetable stock, and how ingredients and preparation methods affect flavor, color, and body.
- How commercial bases and concentrates can be used to standardize flavor while maintaining quality and

efficiency in food production.

- Soups are classified by preparation method, texture, and ingredients, including clear, thick, puree, cream, and specialty soups.
- How temperature control, storage, and reheating practices affect the safety and quality of soups.
- How soups can be evaluated based on consistency, balance of flavor, appearance, and mouthfeel.
- The five mother sauces (béchamel, velouté, espagnole, tomato, and hollandaise) serve as the foundation for a wide variety of derivative sauces.
- How proper roux preparation, emulsification, and reduction techniques determine sauce texture and stability.
- How small sauces and pan sauces are built from mother sauces or fond to enhance flavor and complement menu items.
- Thickening agents such as roux, slurry, liaison, reduction, and pureed ingredients are used to modify texture and consistency in soups and sauces.
- How different starches and proteins behave under heat and how this affects thickening power and stability.
- How proper ratios, temperature control, and timing are critical to achieving desired texture without lumps or breakdown.
- How flavor development in stocks, sauce, and soups depends on proper layering of ingredients, seasoning, and cooking techniques.

Do:

- Operate, clean, and sanitize small equipment.
- Pass safety tests for all small, large, and handheld kitchen equipment, including knives.
- Identify and use hand tools and smallwares used.
- Prepare food following standardized recipes within industry time limits.
- Prepare and evaluate stocks and the use of bases.
- Prepare and evaluate mother sauces, small/derivative sauces, and pan sauces.
- Prepare and evaluate soups.
- Prepare thickening agents.

Unit Essential Questions:

- How do foundational cooking techniques used in stocks, soups, and sauces build flavor, texture, and quality in professional food preparation?
- In what ways do ingredients and preparation methods influence the consistency, appearance, and overall success of stocks, soups, and sauces?
- How do chefs use mother sauces and thickening agents to create variety and consistency across a wide range of menu items?
- What criteria are used to evaluate the quality of stocks, soups, and sauces, and how can adjustments improve the final product?

Lesson Essential Questions:

- What are the essential components of a stock, and how does each ingredient contribute to flavor, color, and body?
- How does the difference between white, brown, fish, and vegetable stocks affect their culinary uses?
- What role do mirepoix and aromatics play in building a balanced stock?
- How do simmering time and temperature influence the clarity and quality of a finished stock?
- In what ways do commercial bases compare to traditional stocks in flavor, efficiency, and consistency?
- What are the major classifications of soups, and how do they differ in preparation and presentation?
- How does layering flavor throughout the cooking process improve the quality of a stock, soup, or sauce?
- What food safety practices are essential when preparing, holding, and serving soups?
- What are the five mother sauces, and what distinguishes each one from the others?
- How does a roux function as a thickening and flavor base in several mother sauces?
- What processes are used to transform mother sauces into derivative sauces?

- How do pan sauces develop flavor from fond, and why is deglazing important?
- What factors affect the stability and texture of emulsified sauces like hollandaise?
- What are the most common thickening agents used in professional kitchens, and how do they differ in function?
- How does starch gelatinization contribute to the thickening process in sauces and soups?
- What are the advantages and disadvantages of using roux, slurry, reduction, and liaison methods?
- How do temperature and timing affect the success of different thickening techniques?
- What causes common thickening failures such as lumps, separation, or thinning?
- How can a chef adjust a sauce or soup that is too thick or too thin while maintaining quality?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
Projector and unit presentations
Lab space and recipes

Vocabulary:

Stock
Mirepoix
Aromatics
Bouquet garni
Sachet d'epices
Skimming
Clarification
Reduction
Remouliage
White stock
Brown stock
Fish stock
Vegetable stock
Clear soup
Consomme
Puree soup
Cream soup
Chowder
Bisque
Viscosity
Mother sauces
Bechamel
Veloute
Espagnole
Tomato sauce
Hollandaise
White roux
Blond roux
Brown roux
Derivative sauce
Pan sauce
Fond
Deglazing
Emulsion
Nappe
Slurry
Beurre manie
Liaison
Tempering
Coagulation

Assessments:

Labs
Soup project
Formative assessment

Central York School District

Culinary Internship 1 CTE

Overview

Grade Level: 11-12

Course Description:
Students will build on the culinary skills learned in Culinary Arts 1 working with district food services. Students will work in the various cafeterias in the district as well as helping with catering events supported by the districts food services department.

Prerequisite: Culinary Arts 1 CTE

Course Big Ideas:

- Food safety and sanitation as a daily standard.
- Personal hygiene and professional appearance in food service.
- Effective setup and management of hot and cold service lines.
- Maintaining food quality, temperature, and presentation during service.
- Kitchen workflow, station roles, and team-based operations.
- Point of Sale (POS) system operation and customer service skills.
- Dishroom operations, bussing procedures, and warewashing systems.
- Professionalism, communication, and workplace readiness.

Course Essential Questions:

- Why are consistent food safety and sanitation practices critical to protecting customers in a high-volume food service environment?
- How do personal hygiene habits and professional appearance impact food safety, teamwork, and customer trust in a cafeteria setting?
- What procedures ensure that hot and cold service lines are set up efficiently and maintained at safe, consistent standards throughout service?
- How can food service workers maintain quality, safe temperatures, and appealing presentation during busy meal service periods?
- How does understanding kitchen workflow and assigned station roles improve efficiency and teamwork during cafeteria operations?
- How do accurate POS system use and effective customer service skills contribute to a smooth and successful cafeteria service experience?
- Why are proper bussing, warewashing, and dishroom procedures essential to maintaining cleanliness and supporting continuous food service operations?
- What behaviors and skills demonstrate professionalism and effective communication in a real-world food service workplace?

Course Competencies:

- Apply food safety and sanitation procedures in all kitchen and service operations.
- Demonstrate personal hygiene and professional dress standards required in food service environments.

- Set up, organize, and maintain hot and cold service lines according to food safety regulations.
- Maintain food quality, temperature control, and presentation throughout service periods.
- Exhibit effective kitchen workflow management and perform assigned station responsibilities within a team setting.
- Operate a Point of Sale (POS) system accurately while demonstrating strong customer service skills.
- Perform dishroom, bussing, and warewashing operations using proper sanitation procedures.
- Demonstrate workplace professionalism, communication skills, and readiness for entry-level food service employment.

Course Assessments:

- Cafeteria staff evaluation
- Internship evaluation

Central York School District

Culinary Internship 1 CTE

Grade Level: 11-12

Unit: Culinary Internship 1

Time: 18 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.C Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 11.1.9-12.D Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
- 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

National FCS State Standards

- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
- 8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne illness.
- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.2.8 Analyze current types of cleaning and sanitizing materials for proper use.
- 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA

requirements.

- 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
- 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 10.2.2 Demonstrate procedures for assuring guest or customer safety.

Know:

- Proper culinary apparel.
- Procedures for injuries and accidents.
- Common food allergens.
- How to properly label food items for storage.
- How to use hot line service equipment.
- How to use garde manger service equipment.
- Various roles for Back of House (BOH).
- Procedures for operating a Point of Sale (POS) system.

Understanding/Key Learning:

- Proper culinary apparel (clean uniforms, closed-toe shoes, hair restraints, and protective gear) is essential for maintaining hygiene, safety, and professionalism in a commercial kitchen. Wearing and maintaining appropriate attire helps prevent contamination and reduces workplace hazards.
- Foodservice environments require strict adherence to safety procedures to prevent accidents and injuries. Proper lifting techniques, awareness of hazards, and following emergency protocols ensure a safe workplace. In the event of an accident or injury, immediate reporting and correct response procedures help minimize harm and maintain operational safety.
- Food allergies can pose serious health risks and that careful preparation, communication, and prevention of cross-contact are critical. Proper handling of allergen-sensitive orders ensures customer safety and compliance with food safety standards.
- Proper labeling, dating, and storage of food items are essential for food safety, quality control, and inventory management. Following purchasing, receiving, and storage procedures helps reduce waste, prevent contamination, and ensure compliance with health regulations.
- Different kitchen stations (hot line and garde manger) require specific equipment, organization, and workflow procedures. Proper setup, operation, and breakdown of stations ensure efficiency, food quality, and safety during service.
- Standardized recipes ensure consistency, cost control, and quality in food production. Scaling recipes accurately and working within time constraints are essential professional skills in a fast-paced kitchen environment.
- BOH operations depend on clearly defined roles, including cooks, prep staff, dishwashers, and expeditors. Each role contributes to smooth kitchen operations, communication, and timely food delivery.
- FOH roles such as cashier, server, and bus person are essential for customer service, order accuracy, and maintaining dining room cleanliness. Each role supports a positive guest

experience and efficient restaurant operations.

- POS systems are essential tools for modern foodservice operations, supporting order entry, payment processing, inventory tracking, and communication between FOH and BOH. Competency with POS technology improves speed, accuracy, and overall service efficiency.

Do:

- Wear and maintain culinary apparel.
- Lift and carry heavy objects up to 50 pounds.
- Prevent accidents and injuries in the foodservice industry.
- Follow emergency procedures for injuries and accidents.
- Follow procedure for preparing food for customers with food allergies
- Follow procedures for purchasing, receiving, and storing of foodservice supplies.
- Label foodservice products for storage.
- Prepare food following standardized recipes within industry time limits.
- Scale recipes.
- Set up, operate, and break down hot line stations.
- Set up, operate, and break down garde manger stations.
- Perform duties of a cashier.
- Perform duties of a server.
- Perform duties of a bus person.
- Investigate foodservice industry operations technology, e.g., point of sale (POS) system.

Unit Essential Questions:

- How do safety, hygiene, and professional standards influence performance and decision-making in a foodservice environment?
- In what ways do communication, teamwork, and clearly defined roles contribute to efficient back-of-house and front-of-house operations?
- How do organization, equipment management, and technology (such as POS systems) impact the quality, speed, and accuracy of foodservice operations?

Lesson Essential Questions:

- Why is proper culinary apparel important for safety, hygiene, and professionalism in a commercial kitchen?
- What are the correct procedures to follow when a kitchen accident or injury occurs?
- How can proper lifting techniques and awareness of surroundings prevent common kitchen injuries?
- Why is it critical to identify and properly handle common food allergens in foodservice operations?
- How does preventing cross-contact protect customers with food allergies?
- What information must be included on food labels to ensure safe storage and proper inventory control?
- How do purchasing, receiving, and storage procedures help maintain food quality and reduce waste?
- What are the steps for setting up, operating, and breaking down hot line and garde manger stations efficiently and safely?

- How do standardized recipes and proper scaling ensure consistency, cost control, and quality in food production?
- How does a POS system improve communication, accuracy, and efficiency between front-of-house and back-of-house staff?

Materials/Resources:
Cafeteria kitchen spaces
Culinary apparel (hats, hairnets, aprons, close-toed shoes)

Vocabulary:

Sanitation
Hygiene
Personal Protective Equipment
Cross contamination
Cross contact
Hazard Analysis Critical Control Point (HACCP)
Labeling
First In, First Out
Point of Sale (POS) system

Assessments:
Cafeteria employee evaluation
Internship evaluation

Central York School District

Early Childhood Education 1

Overview

Grade Level: 9-11

Course Description:
This course is designed for students interested in pursuing a career in early childhood. It focuses on creating positive environments and learning experiences for children from ages 3 through 5. Students will learn about developmental milestones within the areas of development for a child. Students will have opportunities to work with children. Students who successfully complete this course will become eligible for an experience in the Early Childhood Education Lab or a focused content elective.

Course Big Ideas:

- Areas of development throughout early childhood.
- Developmentally appropriate practices for working with children.

Course Essential Questions:

- How do children grow, learn, and develop from 2 years through early elementary years?
- How can understanding child development improve teaching and interactions with children?
- Why is developmentally appropriate practice essential in early childhood education?
- How does play support all areas of development throughout early childhood?
- How can educators create safe, supportive, and engaging environments for all children?
- How do theories and research in child development guide effective teaching practices?

Course Competencies:

- Identify and describe physical, cognitive, emotional, and social development across early childhood stages.
- Compare developmental milestones across age levels.
- Apply knowledge of development to real-life scenarios.
- Design developmentally appropriate activities and lessons.
- Evaluate activities, books, toys, schedules, routines, etc., for developmental appropriateness.
- Explain, compare, and apply major child development theories and theorists.
- Identify positive behavior guidance strategies appropriate for developmental stages.
- Conduct objective child observations using appropriate methods.

Course Assessments:

- Rubrics.
- Completed assignments.
- Formative assessments.
- Summative assessments.

Central York School District
Early Childhood Education 1
Grade Level: 9-11
Unit 1: Areas of Development
Time: 1 week

Standards:
PA Academic Standards for Family and Consumer Sciences • PA 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
Know:
• The four areas of development are physical, intellectual/cognitive, emotional, and social. • The difference in gross motor and fine motor skills. • The reason for studying children.
Understanding/Key Learning:
• The four developmental domains are interconnected and influence one another. • Factors such as heredity, environment, culture, and experiences influence development. • Unmet developmental needs can affect learning, behavior, relationships, and overall well-being. • Knowledge of child development helps adults create safe, supportive, and engaging environments. • Understanding developmental stages allows adults to set realistic expectations for children.
Do:
• Identify the areas of development. • Describe examples of each area of development: physical, cognitive, emotional, & social. • Analyze the importance of each area being successfully met. • Construct personal examples of each area of development.

Unit Essential Questions:
- What are the four areas of development and examples of each?
- Why is it important to study children?
- What developmental traits are important when understanding children?
- How can unmet developmental needs affect a child's growth and learning?

Lesson Essential Questions:
- How are the four areas of development connected to one another?
- What activities can support development in each developmental domain?
- How do gross motor skills differ from fine motor skills?
- How does understanding child development help caregivers and teachers meet children's needs?
- What happens when children have limited opportunities to develop language skills?
- What happens when children have limited opportunities for physical development?
- How can unmet social-emotional needs affect a child's behavior and learning?

Materials/Resources:
- PowerPoint

- https://www.naeyc.org/our-work/families/playdough-power
- Playdoh

Vocabulary:

Physical	Fine Motor	Gross Motor	Intellectual
Cognitive	Emotional	Social	

Assessments:

- Life Map
- Areas of Development Quiz

Central York School District
Early Childhood Education I
Grade Level: 9-11
Unit 2: Theory
Time: 1-2 weeks

Standards:
PA Academic Standards for Family and Consumer Sciences • PA 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare. • PA 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
Know:
• Child development theories and theorists: Jean Piaget, Lev Vygotsky, Maria Montessori, Howard Gardner, Erik Erikson, & Benjamin Bloom. • Key concepts and stages within each theory. • Learning styles of theories.
Understanding/Key Learning:
• The difference between a theory and a theorist. • Child development theories provide different perspectives for understanding how children grow and learn. • Child development theories provide a framework for understanding development at different stages of life. • Developmental theories help explain patterns of growth, behavior, and learning across the lifespan.
Do:
• Identify key theories and explain key principles of their theories. • Apply theories to classroom learning. • Compare and contrast major child development theories. • Apply developmental theories to classroom and childcare settings. • Design developmentally appropriate learning experiences based on theoretical principles. • Create a plan for a Montessori-style classroom.

Unit Essential Questions:
- How do child development theories help us understand how children grow and learn?
- Why is it important for educators and caregivers to understand child development theories?
- How do developmental theories influence education?
- How do different theorists explain children's growth, learning, and behavior?
- How can developmental theories be used to create effective learning environments for children?

Lesson Essential Questions:
- What is a theory, and why is it important?
- How do theorists help us understand child development?
- How can scaffolding help students to understand material?
- How do children's thinking skills change as they grow?
- What are the key principles of a Montessori classroom?

- How does successfully resolving developmental stages impact future growth?
- How can Gardner's theory influence how we prepare activities for children?
- How do learners move from basic knowledge to higher-level thinking?

Materials/Resources:

- Powerpoint
- Videos

Vocabulary:

Theory
Theorist
Facilitate
Remember
Analyze
Naturalist
Linguistic
Conservation
Scaffolding
Understand
Evaluate
Bodily-Kinesthetic
Intra-personal
Object Permanence
Intelligences
Apply
Create
Musical
Interpersonal
Zone of Proximal Development
More Knowledgeable Other
Logical-mathematical
Spatial

Assessments:

- Completed assignments
- Formative assessment

Central York School District
Early Childhood Education 1
Grade Level: 9-11
Unit 3: Two-Year-Olds
Time: 2 weeks

Standards:

PA Academic Standards for Family and Consumer Sciences

- PA 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
- PA 11.4.6-8.A Identify child guidance practices for each stage of child development.
- PA 11.4.6-8.B Identify learning activities that meet the developmental needs of learners.
- PA 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- PA 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
- PA 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.
- PA 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills.

Know:

- Developmental physical milestones of a 2-year-old.
- Developmental cognitive milestones of a 2-year-old.
- Developmental emotional milestones of a 2-year-old.
- Developmental social milestones of a 2-year-old.
- Appropriate learning styles and intelligences.
- Appropriate play strategies of a 2-year-old.
- Appropriate behavior techniques.

Understanding/Key Learning:

- Children develop at different rates while following general developmental patterns.
- Play is a primary way 2-year-olds learn and develop new skills.
- Positive guidance techniques help toddlers develop self-control and appropriate behavior.
- Understanding developmental milestones helps caregivers and educators create safe, supportive, and engaging environments for children.

Do:

- Compare and contrast 18-month, 2-year, and 2 ½ year developmental milestones.
- Identify examples of different learning styles of 2-year-olds.
- Construct a plan for a toy for a 2-year-old following all areas of development.
- Explain social and emotional milestones for 2-year-olds.
- Analyze toys for their appropriateness.

Unit Essential Questions:

- How does understanding the developmental milestones of a 2-year-old help caregivers and educators meet children's needs?
- How do development, play, learning, and behavior work together to support a 2-year-old's growth?

- What experiences best support the healthy development of a 2-year-old child?
- How can knowledge of child development help adults create developmentally appropriate environments for toddlers?

Lesson Essential Questions:

- How do 2-year-olds learn through exploration and play?
- Why is play important for a 2-year-old's development?
- What types of play are developmentally appropriate for toddlers?
- How does play support learning in all developmental domains?
- What physical milestones are typical for a 2-year-old?
- What emotional milestones are typical for a 2-year-old?
- What social skills begin to emerge?

Materials/Resources:

- Powerpoint
- Toys

Vocabulary:

Intelligence	Incidental learning	Trial and error learning	Imitation learning
Directed learning	Negativism	Temper tantrum	Parallel play
Milestone			

Assessments:

- Completed assignments
- Summative assessment

Central York School District
Early Childhood Education 1
Grade Level: 9-11
Unit 4: Preschoolers
Time: 10 weeks

Standards:

PA Academic Standards for Family and Consumer Sciences

- PA 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
- PA 11.4.6-8.A Identify child guidance practices for each stage of child development.
- PA 11.4.6-8.B Identify learning activities that meet the developmental needs of learners.
- PA 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- PA 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.
- PA 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills.

Know:

- Developmental physical milestones of a preschooler.
- Developmental cognitive milestones of a preschooler.
- Developmental emotional milestones of a preschooler.
- Developmental social milestones of a preschooler.
- Appropriate learning styles and intelligences for preschoolers.
- Appropriate behavior techniques for preschoolers.
- Appropriate reading strategies for preschoolers.
- Developmentally appropriate strategies for teaching preschoolers.
- Observation styles for successful observations of preschoolers.
- Effective communication with a preschooler.
- Signs of a preschooler feeling unwell.
- Appropriate safety procedures for preschoolers.
- Appropriate schedules, transitions, and routines of preschoolers.

Understanding/Key Learning:

- Preschoolers learn in different ways, and instruction should reflect a variety of learning styles and multiple intelligences.
- Positive behavior guidance techniques support preschoolers in developing self-regulation, independence, and social skills.
- Reading to preschoolers should be engaging, interactive, and developmentally appropriate.
- Developmentally appropriate teaching strategies are based on children's age, abilities, interests, and developmental stages.
- Observation is a key tool in understanding children's development, behavior, and learning needs.
- Effective observation requires one to be objective, pay attention to detail, and document behaviors without bias.
- Clear, simple, and positive communication helps preschoolers understand expectations and express their needs.
- Recognizing signs of illness in preschoolers is essential for maintaining health and safety in order to prevent the spread of illness.

- Children learn best in environments that are safe, structured, and responsive to their developmental needs.
- The importance of consistent routines, transitions, and schedules in the preschool classroom.

Do:

- Compare and contrast the 3 and 4-year-old areas of development.
- Create multiple learning centers.
- Observe a child following proper observation procedures.
- Read aloud to children with an interactive activity.
- Identify proper guided behavior techniques.
- Evaluate different schedules, transitions, and routines.

Unit Essential Questions:

- How can understanding preschoolers' development help educators create safe, supportive, and effective learning environments?
- What does developmentally appropriate teaching look like in a preschool classroom?
- How does play support learning in early childhood?
- Why is observation important in understanding preschool development?
- Why is simple, clear, and positive language important for young children?
- How does reading to children promote language development?

Lesson Essential Questions:

- What are positive and developmentally appropriate behavior guidance strategies for preschoolers?
- How can adults help preschoolers develop self-control, social skills, and independence?
- What reading strategies best support young children's engagement and comprehension?
- How do teachers adapt instruction to meet individual needs?
- What are effective ways to observe and document children's behavior and learning?
- How can observations be used to improve teaching practices?
- How do routines and structure help keep children safe?
- What are appropriate techniques for communicating with young children?
- How are developmental milestones integrated through various subjects?
- How can we use preschool standards to form age-appropriate, engaging lessons?
- What are common childhood illnesses, and how can we stop the spread of germs in preschool?

Materials/Resources:

- Books
- Powerpoints
- Panther Preschool

Vocabulary:

Classification
Centration
Seriation
Redirection
Tallies
Narrative
Rote counting
Rational counting
Active listening
Milestone
Diversity
Confidentility
One-to-one correspondence
Positive reinforcement
Standards
Timed sampling
Conservation
Self discipline
Learning centers
Anecdotal record
Checklist

Assessments:

- Completed assignments
- Formative assessment
- Summative assessment

Central York School District

Early Childhood Development I

Grade Level: 9-11

Unit: Early Elementary

Time: 2-3 weeks

Standards:

PA Academic Standards for Family and Consumer Sciences

- PA 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
- PA 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- PA 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
- PA 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.
- PA 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills.
- PA 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.
- PA 11.3.9-12.E Analyze career paths opportunities for employment, entrepreneurial endeavors, and emerging careers within family and human services.

Know:

- Current issues facing early elementary children.
- Physical, intellectual, emotional, and social development for early elementary children.
- Age-appropriate learning techniques for early elementary children.
- Age-appropriate teaching strategies for early elementary children.
- Age-appropriate behavior strategies for early elementary children.
- Different careers working with children.

Understanding/Key Learning:

- Physical, intellectual, emotional, and social development continue to grow rapidly during the early elementary years and are closely connected.
- Understanding current issues affecting young children helps educators create supportive and responsive learning environments.
- Age-appropriate learning techniques are essential for engaging early elementary students and supporting their success.
- Play, hands-on learning, and active engagement are important components of effective instruction for young children.
- Positive behavior strategies help children develop self-regulation, responsibility, and social skills.
- Developmentally appropriate academics for the early elementary child.
- Various career options to work with children.

Do:

- Create an age-appropriate lesson plan.
- Construct a children's book.

- Create a parent newsletter.
- Research the importance of recess.
- Research careers working with children.

Unit Essential Questions:

- How can understanding the development and needs of early elementary children help educators create effective learning environments?
- Why is it important to use developmentally appropriate practices when teaching young children?
- How can educators respond to current issues affecting early elementary children in the classroom?
- What career paths are available for individuals who work with children?

Lesson Essential Questions:

- What learning techniques are most effective for early elementary students?
- How does hands-on and active learning support student success?
- Why is play still important in early elementary classrooms?
- What does developmentally appropriate teaching look like in early elementary classrooms?
- Why is engagement important for learning in young children?
- Why is teaching behavior skills an effective tool in the classroom?
- How does understanding child development improve academic planning?

Materials/Resources:

Powerpoints
Videos

Vocabulary:

Milestone	Engagement	Curriculum	Self-regulation
Positive reinforcement	Hands-on learning	Empathy	School readiness

Assessments:

- Completed assignments
- Formative assessment

Central York School District
Early Childhood Education II
Overview
Grade Level: 10th-12th

Course Description:
This course is a laboratory experience in which the students will plan and operate Panther Preschool. Students will plan, prepare, and implement developmentally appropriate activities for 3-year-olds and 4-year-olds. The course focuses on guiding behavior, teaching strategies, and classroom management while working with preschoolers.

Prerequisite: Early Childhood Education I

Course Big Ideas:
- Run Panther Preschool for preschool-age children
- Analyze different strategies for working with children
- Design interactive readings
- Deliver lessons to preschool children
- Evaluate and guide children's behavior
- Positivity with preschoolers
- Promoting Self-Esteem and Self-Help for Preschoolers

Course Essential Questions:
- How do effective preschool teachers plan, organize, and deliver instruction that supports all areas of child development?
- How do communication, relationships, and teacher modeling influence preschool children's learning, behavior, and social-emotional growth?
- How can teachers use developmentally appropriate strategies such as play, transitions, routines, and scaffolding to support young learners?
- How do classroom environment, structure, and grouping strategies impact engagement, behavior, and learning outcomes in preschool settings?
- How do culturally responsive practices and positive classroom culture create inclusive, safe, and supportive learning environments for all children?

Course Competencies:
- Manage and operate a preschool classroom environment that supports safety, organization, and developmentally appropriate learning.
- Plan and deliver developmentally appropriate lessons aligned with preschool learning goals and child development principles.
- Use multiple instructional formats, including whole group, small group, and individualized instruction.
- Use scaffolding, modeling, guided practice, and play-based learning to enhance instruction.
- Select appropriate strategies to support cognitive, language, social, and emotional development.
- Implement proactive classroom management techniques that promote self-regulation and cooperation.
- Build strong, respectful relationships that promote trust and engagement.
- Model positive behavior, language, and social interactions in daily classroom practice.

Course Assessments:
- Rubrics
- Completed Assignments
- Hands-on Learning
- Checklists

Central York School District
Early Childhood Education II
Grade Level: 10th-12th Grades
Unit 1: Understanding Preschoolers
Time: 1 week

Standards:
PA FCS State Standard: • 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare. • 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being. **National FCS Standard:** • 4.2.1 Analyze child development theories and their implications for educational and childcare practices. • 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities. • 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.
Know:
• The different areas of development. • Children have different types of play.
Understanding/Key Learning:
• The development of a child involves all aspects of the child. • The milestones for a 3, 4, and 5-year-old's development. • The different types of play. • A preschooler's brain develops more quickly. • How preschoolers build relationships
Do:
• Identify how children grow in all areas of development. • Explore the milestones for a preschooler. • Identify key concepts of play and preschoolers. • Identify the development of a preschooler's brain.

Unit Essential Questions:
- How does development across all domains (physical, cognitive, social-emotional, and language) shape a preschool child's growth?
- Why is understanding developmental milestones important when working with 3-, 4-, and 5-year-old children?
- How does play influence learning, development, and behavior in early childhood?
- In what ways does rapid brain development in early childhood impact a child's ability to learn and interact with others?
- How do preschool children develop relationships with peers and adults, and why are those relationships important for learning?

Lesson Essential Questions:
- How do physical, cognitive, language, and social-emotional development work together in a young child?

- How can understanding milestones help educators support individual children's needs?
- What are the different types of play observed in preschool children?
- How do experiences in the preschool years shape brain development and learning?

Materials/Resources:

- Developmental Milestones
- Power point

Vocabulary:

Preschooler	Milestones	Physical Development	Social Development
Emotional Development	Cognitive Development	Parallel Play	Cooperative Play
		Solitary Play	Empathy

Assessments:

- Completed Assignments
- Formative Assessments

Central York School District

Early Childhood Education II

Grade Level: 10th-12th Grades

Unit 2: Communicating with Children

Time: 2-3 days

Standards:

PA State Standard:

- 11.4.9-12.B. Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.

National FCS Standards:

- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.

Know:

- Typical language and communication milestones for children ages 3–5.
- Age-appropriate verbal communication techniques.
- The purpose and use of open-ended and closed-ended questions.
- Ways visual cues can support communication.
- Characteristics of effective listening.

Understanding/Key Learning:

- Effective communication is essential for supporting preschool children's learning, development, and well-being.
- Preschoolers learn language, social skills, and appropriate behaviors through interactions with adults and peers.
- Communication should be developmentally appropriate and responsive to individual children's needs.
- Verbal and nonverbal communication work together to convey meaning and build understanding.
- Active listening strengthens relationships and helps educators respond effectively to children's needs.
- Positive communication creates an environment where children feel valued, respected, and safe.

Do:

- Demonstrate nonverbals when interacting with a child.
- Use communication to show understanding of a child's feelings.
- Apply strategies to implement communication with a child.
- Continuously interact with groups of children.
- Demonstrate positive body language to welcome communication.

Unit Essential Questions:

- How do verbal and nonverbal communication work together to support understanding and engagement?
- How does effective communication support the learning, development, and well-being of preschool children?
- What communication strategies help educators build positive relationships with preschoolers?
- Why is it important to adapt communication to meet the developmental and individual needs of young children?

Lesson Essential Questions:

- What developmental factors influence how preschoolers communicate?
- What makes language developmentally appropriate for preschoolers?
- How do facial expressions, gestures, body language, and tone of voice affect communication with preschoolers?
- What does active listening look and sound like when interacting with preschoolers?

Materials/Resources:

- Power Points
- Children

Vocabulary:

Nonverbal	Interacting	Engagement	Feelings
Conversation	Open-ended questions	Modeling	Eye contact
			Body Language

Assessments:

- Rubric
- Formative Assessments

Central York School District
Early Childhood Education II
Grade Level: 10th-12th Grades
Unit 3: Health and Safety
Time: 2-3 days

Standards:

PA State Standard
- 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.

National FCS State Standards:
- 4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.
- 4.4.7 Demonstrate security and emergency procedures.

Know:

- The purpose of fire drills in educational settings.
- The purpose of intruder or lockdown procedures.
- School policies regarding authorized individuals entering classrooms.
- Common childhood illnesses found in preschool settings.
- Steps for safely evacuating children during emergencies.

Understanding/Key Learning:

- Practicing safety procedures increases confidence and reduces confusion during actual emergencies.
- Young children depend on adults to provide guidance, reassurance, and protection during emergencies.
- Consistent implementation of safety protocols helps create a secure learning environment.
- Health and illness prevention practices reduce the spread of disease and promote child wellness.
- School safety requires cooperation among educators, families, administrators, and community agencies.
- Effective emergency responses require planning, communication, and attention to established procedures.

Do:

- Demonstrate the safety protocol needed for a fire drill with children.
- Practice the safety procedure for intruders.
- Identify and practice the safety needed when allowing others into the preschool room.
- Identify common child illnesses.
- Explore evacuation procedures.

Unit Essential Questions:
- How can educators create and maintain a safe and secure learning environment for preschool children?
- Why is it important for educators to be prepared for emergencies and safety situations?
- How do emergency procedures help protect children, staff, and families?

Lesson Essential Questions:
- What steps should teachers follow during a fire drill?
- Why is it important to follow emergency procedures quickly and accurately?
- What procedures should be followed when visitors or volunteers enter the learning environment?
- How can teachers recognize signs and symptoms of illness in young children?

- What steps should teachers take during an evacuation?

Materials/Resources:

- Children
- PowerPoints
- Classroom
- Outside

Vocabulary:

Intruder	Shelter in place	Authorized pick up	Contagious
Lockdown	Fever	Infection	Strep Throat
Sanitation	Virus	Ear Infection	Conjunctivitis

Assessments:

- Completed Assignments
- Formative Assessment

Central York School District

Early Childhood Education II

Grade Level: 10th-12th Grades

Unit 4: Children's Literature

Time: 3-4 days

Standards:
PA FCS State Standard • 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills. • 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
Know:
• Characteristics of developmentally appropriate books for preschool-aged children. • Strategies used during interactive read-alouds to promote engagement and comprehension. • The purpose of open-ended questions, predictions, discussions, and vocabulary development during reading. • Techniques for maintaining children's attention during story time. • The role of books and reading experiences in supporting early literacy development.
Understanding/Key Learning:
• Children's books should be selected based on developmental appropriateness, interests, and learning needs of preschool-aged children. • Interactive reading experiences help build language, literacy, listening, comprehension, and social-emotional skills. • Effective read-alouds encourage children to think, predict, respond, and make connections to the text. • Interactive reading creates meaningful opportunities for vocabulary development and oral language growth. • Planning and preparation are essential for creating engaging literacy experiences that meet the developmental needs of preschool children.
Do:
• Identify developmentally age-appropriate children's books for preschoolers. • Create an interactive reading for preschool-age children. • Demonstrate an interactive reading to keep children engaged.

Unit Essential Questions:

- How can books support the growth and development of preschool children?
- What makes a children's book developmentally appropriate for preschoolers?
- How can read-aloud experiences foster a love of reading in young children?
- What strategies help preschool children understand and connect with stories?

Lesson Essential Questions:

- Why is it important to choose books that reflect children's experiences and cultures?
- What makes a read-aloud interactive rather than passive?
- What reading techniques encourage participation and comprehension?
- How do voice, expression, and questioning influence children's interest in a story?

Materials/Resources:

- Children's Books
- Children
- Power Points

Vocabulary:

Read-Aloud	Developmentally	Open-Ended Questions	Plot
Engaging	Appropriate	Expression	Setting
Comprehension	Prediction	Modeling	Rhyme
Retell	Sequencing		

Assessments:

- Rubric
- Completed Assignments

Central York School District

Early Childhood Education II

Grade Level: 10th-12th Grades

Unit 5: Observing Children

Time: 3-4 days

Standards:
PA State Standards: • 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being. • 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services. **National FCS Standards:** • 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan. • 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults. • 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
Know:
• The major domains of child development are physical, cognitive, language, social-emotional, and adaptive/self-help. • Observation techniques used to assess children's development and learning. • The difference between formal and informal assessment methods. • How to collect, record, and interpret observational data.
Understanding/Key Learning:
• Observation is an effective tool for assessing children's skills, behaviors, and developmental growth. • Developmental milestones provide guidelines for monitoring progress and identifying areas that may need additional support. • Ongoing observation allows educators to recognize strengths, monitor growth, and address developmental needs.
Do:
• Analyze preschoolers for kindergarten readiness. • Assess children's developmental abilities through observation and milestone-based evaluation. • Identify different strategies for observing children.

Unit Essential Questions:

- Why is observation an important tool for understanding children's development and learning?
- Why is it important to use multiple observation and assessment strategies when evaluating children's development?
- How can developmental milestones be used to assess children's growth and progress?

Lesson Essential Questions:

- How do developmental domains contribute to kindergarten readiness?

- What evidence can be gathered to determine whether a child is meeting age-appropriate expectations?
- When is one observation method more effective than another?
- What patterns can teachers use to help guide children through ongoing observations?

Materials/Resources:

- Children
- Power Points

Vocabulary:

Observation	Gross Motor	Empathy	Running Record
Assessment	FIne Motor	Cooperative Play	Tally
Evaluation	Sympathy	Cognitive Development	Objective vs Subjective Observations

Assessments:

- Completed Assignments
- Formative Assessments

Central York School District

Early Childhood Education II

Grade Level: 10th-12th Grades

Unit 6: Guided Behavior

Time: 1 week

Standards:

PA State Standards

- 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
- 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
- 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.

National FCS Standards

- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.

Know:

- The importance of fostering independence in young children.
- The characteristics of positive behavior guidance in early childhood settings.
- The role of routines, expectations, and consistency in supporting children's behavior.
- The importance of modeling appropriate behaviors and social skills.
- Factors that influence children's behavior include developmental level, environment, emotions, and individual needs.
- Strategies for helping children build confidence, resilience, and self-esteem.

Understanding/Key Learning:

- Guidance strategies should be respectful, developmentally appropriate, and focused on teaching rather than punishing.
- Every child develops at an individual pace and benefits from support tailored to their strengths and needs.
- Encouragement and positive reinforcement can increase children's confidence, motivation, and independence.
- Supporting children's growth involves nurturing their social, emotional, cognitive, physical, and behavioral development.
- Consistent expectations and routines help children feel secure and make positive choices.
- Positive relationships between educators and children are essential for healthy development and behavior.

Do:

- Identify strategies to help children become independent.
- Explore the implementation of strategies to promote positive behavior.
- Identify strategies to help redirect children's behavior.
- Analyze effective strategies to help guide children's behavior.
- Demonstrate how to assist children in their growth.

Unit Essential Questions:

- What role does positive guidance play in children's growth and development?
- Why is it important to understand the reasons behind children's behavior?
- How can guidance strategies help children develop self-control, confidence, and social skills?
- How do supportive environments contribute to children's success and well-being?

Lesson Essential Questions:

- How can providing choices help children develop responsibility and confidence?
- What is positive behavior guidance?
- Why is it important to teach alternative behaviors when redirecting children?
- What makes a behavior guidance strategy effective?
- How can guidance strategies contribute to children's long-term success?

Materials/Resources:

- Power Point
- Children
- Research

Vocabulary:

Initiative	Positive Guidance	Praise	Respect
Confidence	Self-Help Skills	Redirection	Expectations
Self Esteem	Independence	Self Regulation	Problem Solving

Assessments:

- Formative Assessment

Central York School District

Early Childhood Education II

Grade Level: 10th-12th Grades

Unit 7: Panther Preschool

Time: 12-14 weeks

Standards:

PA State Standards:

- 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
- 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
- 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
- 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.

National FCS Standards:

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.
- 4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.
- 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.
- 4.4.3 Implement strategies to teach health, safety, and sanitation habits.
- 4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.
- 4.4.7 Demonstrate security and emergency procedures.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.2 Demonstrate problem-solving and decision making skills when working with children, youth and adults.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
- 4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.

Know:

- How tone, body language, and language choice impact children's behavior and understanding.
- How children develop independence through self-help skills.
- How social-emotional development impacts behavior and learning.
- Differences between whole group, small group, and one-on-one instruction.
- Strategies such as modeling, scaffolding, guided practice, and repetition.
- Strategies for organizing a safe, engaging, and developmentally appropriate classroom environment.
- Techniques for guiding behavior using positive reinforcement.
- The importance of consistency and routines in preschool settings.
- The importance of cultural sensitivity and inclusive teaching practices.

Understanding/Key Learning:

- Teaching preschoolers requires balancing instruction, guidance, and support across large group, small group, and individual settings.
- A well-organized and positive classroom environment directly impacts student behavior and engagement.
- Modeling appropriate behavior and communication is a critical teaching strategy in early childhood settings.
- Preschool children learn best through hands-on experiences, play, and guided interaction.
- Strong relationships between teachers and children are essential for learning, behavior, and emotional development.
- Classroom routines, transitions, and structure help young children feel safe and support successful learning.
- Teachers must adapt instruction to meet individual needs through differentiation and flexible grouping.
- Social-emotional development is as important as academic development in early childhood education.

Do:

- Demonstrate the use of transitions.
- Create and analyze age-appropriate lessons for preschoolers.
- Assist children with everyday tasks.
- Demonstrate the ability to communicate with preschoolers.
- Analyze social development with preschoolers.
- Implement strategies to strengthen self-help with preschoolers.
- Show positivity as a guiding children through their days.
- Demonstrate nonverbal and verbal communication with preschoolers.
- Explore all the different types of preschool emotional development.
- Acquire respect while building a rapport with preschool children.
- Implement all teaching strategies for helping preschoolers learn.
- Plan clear and well-designed lesson plans based on a preschool learning center.
- Identify and demonstrate the steps for a successful lesson plan.
- Lead whole group instruction.
- Teach small group instruction.
- Work one-on-one with a preschooler.
- Identify how to group preschoolers.
- Create learning center age-appropriate groups to maximize learning.
- Provide opportunities for children to grow in all areas of development.
- Implement strategies for a successful preschool experience.
- Demonstrate appropriate modeling of a teacher for preschoolers.
- Show appropriate cultural sensitivity with preschoolers.
- Create a culture of kindness within the preschool classroom.
- Identify and practice strategies for organizing a physical space for learning.

Unit Essential Questions:

- How do effective teachers support the academic, social-emotional, and developmental growth of preschool children?
- What instructional strategies create meaningful, engaging, and developmentally appropriate learning experiences for preschoolers?
- How do communication, relationships, and classroom environment impact preschool learning and behavior?
- How do educators plan, organize, and implement instruction that meets the needs of all preschool learners?
- What does it mean to create a positive, inclusive, and developmentally appropriate preschool classroom culture?
- How do effective teachers balance whole group, small group, and individual instruction to support learning?

Lesson Essential Questions:

- What strategies help preschoolers move smoothly between activities?
- Why are transitions important in a preschool classroom?
- Why is positive communication important in early childhood settings?
- How do preschoolers develop social and emotional skills?
- What strategies help children build relationships and regulate emotions?
- How can teachers support empathy, kindness, and cooperation?
- Why are self-help skills important in early childhood development?
- What teaching strategies are most effective for preschool learners?
- How do modeling, scaffolding, and guided practice support learning?
- When is whole group instruction most effective in preschool settings?
- What strategies help create a culture of kindness and respect?

Materials/Resources:

- Panther Preschool Classroom
- Preschool Children
- PowerPoints

Vocabulary:

Whole group instruction	DIfferentiation	Positive relationships	Routine
One-on-one instruction	Lesson Plan	Tone of voice	Role model
Small group instruction	Grouping	Rapport	Culture of kindness
	Transitions	Peer interactions	

Assessments:

- Teaching Rubrics
- Assisting Rubrics
- Formative Assessments
- Summative Assessment

Central York School District

Foods 1

Course Overview

Grade Level: 9-10

Course Description:
This course will provide students with the fundamental skills for preparing various food items in a kitchen setting. Students will focus on basic kitchen safety and sanitation, knife skills, cooking terms, and equipment. Students will create various food and baked items through the course with a focus on teamwork, time management, and meal planning strategies.

Course Big Ideas:

- Successful food preparation requires knowledge of ingredients, equipment, cooking techniques, and proper procedures.
- Safe and sanitary kitchen practices are essential for preventing foodborne illness and creating a productive kitchen environment.
- Time management, organization, and planning contribute to efficiency and success in the kitchen.
- Cooking is both a science and an art, requiring precision, creativity, and problem-solving skills.
- Knife skills and proper equipment use improve safety, efficiency, and food quality.
- Teamwork and communication are essential skills in both home and professional kitchens.
- Meal planning helps individuals make informed decisions that support nutrition, budget, and lifestyle goals.
- Reflection and evaluation of food products lead to continuous improvement in culinary skills.
- Following recipes accurately provides consistency and successful outcomes.

Course Essential Questions:

- What skills and knowledge are needed to turn ingredients into a successful finished product?
- What responsibilities do food handlers have in maintaining a safe kitchen?
- How does planning impact success in the kitchen?
- Why is time management and communication important during food preparation?

Course Competencies:

- Demonstrate proper measuring techniques for dry and liquid ingredients.
- Interpret and follow recipes accurately.
- Demonstrate proper use and care of kitchen tools and equipment.
- Organize ingredients, equipment, and procedures before food preparation.
- Demonstrate safe food handling practices.
- Collaborate effectively with peers during laboratory activities.
- Manage time effectively to complete food preparation activities.
- Evaluate food products, and reflect on strengths and areas for improvement.

Course Assessments:

- Cooking Labs
- Formative Assessments
- Summative Assessments

Central York School District

Foods I

Grade Level: 9-10

Unit 1: Basic Cooking Skills

Time: 4-5 weeks

Standards:
PA Academic Standards for Family and Consumer Science • 11.1.6-8.E Apply measurement and math skills in following recipe directions. • 11.1.6-8.F Prepare a recipe using fundamental culinary skills and techniques.
Know:
• Kitchen tools and equipment. • Measurement units (ex. cups, teaspoons, tablespoons, ounces, pounds). • Recipe terminology. • How to read a recipe. • Common cooking vocabulary.
Understanding/Key Learning:
• Accurate measurement is essential for producing successful and consistent food products. • Mathematical skills, such as using fractions, conversions, and calculations, are important tools in the kitchen. • Following recipe directions carefully helps ensure food quality, safety, and desired outcomes. • Fundamental culinary techniques allow cooks to prepare food efficiently and correctly. • Proper use of kitchen tools and equipment contributes to a productive cooking environment. • Successful food preparation requires planning, organization, attention to detail, and problem-solving skills.
Do:
• Measure ingredients accurately. • Convert measurements using kitchen math. • Follow recipe directions. • Interpret culinary terminology. • Select appropriate kitchen tools. • Use basic culinary techniques.

Unit Essential Questions:

- How can you use measurements, math, and culinary techniques to successfully prepare food?
- What skills and knowledge are needed to turn ingredients into a successful finished product?

Lesson Essential Questions:

- Why is accuracy important when measuring ingredients in a recipe?
- What can happen when measurements or recipe directions are not followed correctly?
- How do cooks use fractions, conversions, and calculations in everyday food preparation?
- What makes a recipe easy to follow and successful to prepare?
- How do fundamental culinary techniques affect the quality of a finished food product?
- Why is it important to select the correct tools and equipment for a cooking task?
- How do organization and preparation contribute to success in the kitchen?

Materials/Resources:

- Youtube
- Schoology
- Ipads
- Culinary lab
- Ingredients

Vocabulary:

Yield	Bake	Boil	Broil
Fry	Melt	Roast	Saute
Simmer	Steam	Chop	Cube
Dice	Grate	Julienne	Mince
Peel	Beat	Blend	Cream
Cut In	Fold In	Level off	Mix
Sift	Toss	Whip	Baste
Bread	Chill	Cool	Garnish
Grease	Knead	Marinate	Preheat
Season			

Assessments:

- Basic skills test
- Mystery cooking lab (focus on the importance of measuring and following directions

Central York School District

Foods I

Grade Level: 9-10

Unit 2: Safety and Sanitation

Time: 2-3 weeks

Standards:

PA Academic Standards for Family and Consumer Science

- 11.1.6-8.A Evaluate factors that affect food safety from production through consumption.
- 11.1.6-8.B Demonstrate food safety and sanitation procedures

Know:

- Safe food handling practices.
- Types of knife cuts, handling, and care.
- Food storage procedures.
- Proper thawing methods.
- Temperature danger zone range.
- Proper handwashing procedures and hygiene.

Understanding/Key Learning:

- Food safety is everyone's responsibility, from food production to food consumption.
- Unsafe food handling practices can lead to foodborne illness and serious health consequences.
- Proper sanitation, hygiene, and temperature control are essential for preventing contamination.
- Following food safety guidelines helps protect individuals, families, and communities.
- Safe food preparation requires knowledge, attention to detail, and consistent use of proper procedures.
- Consumers and food handlers play a critical role in maintaining the safety of the food supply.

Do:

- Identify food safety hazards.
- Evaluate factors that affect food safety.
- Explain the causes of foodborne illness.
- Demonstrate proper handwashing techniques.
- Practice personal hygiene procedures.
- Prevent cross-contamination.
- Clean and sanitize work surfaces.
- Store food safely.
- Hold and use a knife properly.
- Compare safe and unsafe food handling practices.
- Apply food safety procedures during food preparation.
- Demonstrate safe food handling from preparation through consumption.

Unit Essential Questions:

- How can safe food handling practices protect people from foodborne illness?
- How can understanding food safety help us make informed decisions about the food we prepare and consume?

Lesson Essential Questions:

- Why is food safety important from production through consumption?
- What factors can make food unsafe to eat?
- How do foodborne illnesses affect individuals and communities?
- How can proper sanitation prevent the spread of foodborne illness?
- What role does personal hygiene play in food safety?
- How can cross-contamination be prevented in the kitchen?
- How do we safely use a knife during food preparation?
- What conditions allow bacteria to grow?

Materials/Resources:

- Youtube
- Schoology
- lab prep website
- Ipads
- Culinary lab
- Ingredients

Vocabulary:

Temperature Danger Zone	Foodborne Illness	Food Sanitation	Sanitation
Hygiene	Cross Contamination	Bear Claw	Pathogen
Bacteria	Internal Temperature	Biological Contaminant	Chemical Contaminant
Incubation Period	FATTOM	Ready to Eat Foods	

Assessments:

- Safety and Sanitation test
- Cooking labs (looking for proper sanitation, food safety, and knife handling skills)

Central York School District

Foods I

Grade Level: 9-10

Unit 3: Quick Breads

Time: 4 weeks

Standards:

PA Academic Standards for Family and Consumer Science

- 11.1.6-8.G Demonstrate food science through principles of food biology and chemistry.
- 11.1.6-8.F Prepare a recipe using fundamental culinary skills and techniques.

Know:

- Different types of quick breads.
- Purposes and types of various leavening agents.
- Differences and similarities between baking soda and baking powder.
- Function of baking ingredients (flour, sugar, salt, fat, etc.).
- Classifications of mixing methods.

Understanding/Key Learning:

- Baking is a science that relies on precise measurements and chemical reactions.
- Each ingredient in a quick bread recipe has a specific role that affects texture, flavor, and structure.
- Leavening agents create gas that causes baked goods to rise.
- Small changes in ingredients or technique can significantly affect the final product.
- Following procedures carefully is essential for successful baking outcomes.
- Heat transforms raw ingredients into structured baked goods through chemical and physical changes.
- Observation and adjustment are important skills in both cooking and food science.

Do:

- Prepare quick bread recipes.
- Measure ingredients accurately.
- Identify and use leavening agents.
- Mix ingredients using appropriate methods.
- Observe chemical reactions in baking.
- Compare different batter consistencies.
- Evaluate the texture and structure of baked goods.
- Identify signs of doneness.
- Explain the role of ingredients in recipes.
- Analyze how ingredients affect the final product.
- Troubleshoot baking problems.

Unit Essential Questions:

- How does science influence the way we prepare and bake quick breads?
- What happens to ingredients during the baking process to create a finished product?

Lesson Essential Questions:

- What roles do different ingredients play in baking?

- How do chemical reactions affect baked goods?
- Why is precise measurement important in baking?
- How do leavening agents make baked goods rise?
- How do mixing methods affect the final texture of baked goods?
- Why can small changes in a recipe lead to different results?
- How can we tell when a baked good is properly finished?
- How does understanding food science improve baking success?

Materials/Resources:

- Youtube
- Powerpoints
- Schoology
- Lab prep website
- iPads
- Culinary labs
- Ingredients

Vocabulary:

Caramelization	Muffin Mixing Method	Creaming Method	Biscuit Method
Leavening Agent	Gluten	Pour Batter	Drop Batter
Stiff Dough	Soft Dough	Carryover Baking	Emulsifier
Texture	Structure	Doneness	

Assessments:

- Baking test
- Cooking labs (looking for proper use of the muffin, biscuit, and creaming mixing methods)

Central York School District

Foods I

Grade Level: 9-10

Unit 4: Food Influences

Time: 2-3 weeks

Standards:

PA Academic Standards for Family and Consumer Science

- 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 11.1.3-5.C Establish factors that affect food choices.

Know:

- Personal preferences when it comes to food.
- Health conditions (e.g., diabetes, food allergies, celiac disease) and their impact on food choices.
- Food allergies versus food intolerances.
- How food marketing and advertising impact food choices.
- Components found on a nutrition label.
- Healthy substitutions that can be used.
- Why people use convenience foods.

Understanding/Key Learning:

- Food choices are shaped by many interconnected factors, not just hunger or preference.
- Physical health needs, including allergies and medical conditions, directly influence what people can safely eat.
- Emotions, stress, and mood can significantly impact eating behaviors and food decisions.
- Social and cultural environments play a major role in shaping food traditions and preferences.
- Time, money, energy, and access to food resources affect the types of meals people prepare and eat.
- Being aware of food influences helps individuals make more thoughtful and healthier food choices.

Do:

- Identify factors that influence food choices.
- Compare different food influences.
- Explain how emotions affect eating behaviors.
- Describe cultural and social food practices.
- Evaluate how health conditions impact food choices.
- Assess the role of resources (time, money, energy, etc) in food decisions.
- Evaluate the impact of advertising on food choices.
- Recommend healthier food alternatives.
- Reflect on personal food decision-making.
- Classify cultural, social, emotional, and physical influences when it comes to food influences.

Unit Essential Questions:

- Why do we eat the foods we eat?
- How do different influences shape our food choices?

Lesson Essential Questions:

- What factors influence the food choices we make every day?
- How do physical health needs affect what people eat?
- What is the difference between hunger, appetite, and emotional eating?
- In what ways do emotions influence eating behaviors?
- How do social environments shape our food choices?
- How do advertising and media influence food preferences?
- How does culture influence the foods we eat?
- How do time, money, and energy affect food decisions?
- How can we make healthier food choices when faced with limitations or restrictions?

Materials/Resources:

- Youtube
- Powerpoints
- Schoology
- lab prep website
- Ipads
- Culinary labs
- Ingredients

Vocabulary:

Hunger	Appetite	Fusion Cuisine	Comfort Foods
Celiac Disease	Diabetes	Lactose Intolerance	Allergy
Intolerance	Food Supply	Convenience Food	Food Associations
Physical Influence	Emotional Influence	Social Influence	Cultural Influence
Resources	Food Additives	Fad Diet	

Assessments:

- Food Influences test
- Cooking labs (focusing on each of the food influences)

Central York School District

Foods I

Grade Level: 9-10

Unit 5: Meal Management

Time: 2-3 weeks

Standards:

PA Academic Standards for Family and Consumer Science

- 11.1.6-8.C Analyze factors that influence nutrition and wellness practices across the lifespan.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

Know:

- Components of a menu.
- Kitchen tools and equipment.
- Measurement units (ex. cups, teaspoons, tablespoons, ounces, pounds).
- Recipe terminology.
- How to read a recipe.
- Common cooking vocabulary.
- Safe food handling practices.
- Food storage procedures.
- Temperature danger zone range.

Understanding/Key Learning:

- Nutritional needs change throughout the lifespan and influence food choices and meal planning.
- Effective meal management requires planning, organization, and informed decision-making.
- Food safety practices are essential to preventing foodborne illness.
- Proper time, temperature, and cooking techniques affect both food quality and food safety.
- Balanced meals contribute to overall health and wellness.
- Successful meal preparation combines nutrition knowledge with culinary skills.
- Safe food handling practices must be followed from preparation through serving and storage.

Do:

- Prepare foods using proper methods.
- Manage time during meal preparation.
- Evaluate meal outcomes.
- Justify food and menu choices.
- Select appropriate foods for specific populations.
- Calculate serving sizes.
- Demonstrate safe food handling procedures.
- Measure ingredients accurately.
- Apply cooking techniques.
- Create a recipe.

Unit Essential Questions:

- How can meal planning support health, wellness, and budget goals?
- How do time, temperature, and cooking methods affect food quality and safety?
- What makes a meal both nutritious and appealing?

Lesson Essential Questions:

- How does a budget affect meal planning?
- What components make a meal balanced?
- How can meal planning save time and money?
- How can meals be adapted to meet individual needs?
- How does organization contribute to successful meal preparation?
- What skills are necessary to prepare meals safely and efficiently?
- How can meal outcomes be evaluated and improved?

Materials/Resources:

- Youtube
- Powerpoints
- Schoology
- lab prep website
- Ipads
- Culinary labs
- Ingredients

Vocabulary:

Mise En Place	Time Management	Dovetailing	Meal Planning
Staple Foods	Scratch Cooking	Cost Analysis	Scaling a Recipe
Plating	Garnishing	Quality Control	

Assessments:

- Culminating culinary lab

Central York School District

General Education III

Overview

Grade Level: 12th Grade

Course Description:

The focus of this course is to explore the implementation of lessons and assessments. A heavy concentration on professionalism and ethics will be addressed. Students will plan, create, and implement lessons based on standards related to their respective curriculum. Students will complete all necessary certifications to become a teacher, including but not limited to clearances. There will be a combination of in-class and clinical experience. Students will continue to create their own professional digital footprint.

Prerequisite: General Education 1 and 2

Course Big Ideas:

- Acquire the clearances needed.
- Prepare instructional outcomes.
- Analyze assessments.
- Design culturally relevant learning.
- Learners are provided with equitable and differentiated opportunities.
- Participate in a clinical placement.
- Deliver instructional lessons.
- Evaluate and observe students' performance.
- Analyze school rules and regulations.
- Identify self-wellness.

Course Essential Questions:

- Why are clearances and professional requirements important for working in educational settings?
- How can teachers prepare clear instructional outcomes that support student learning?
- How can assessments be analyzed to improve teaching and student achievement?
- How can culturally relevant learning experiences support student engagement and success?
- How can educators provide equitable and differentiated learning opportunities for all students?
- How does participating in a clinical placement prepare future educators for real classroom experiences?
- How can instructional lessons be delivered effectively to meet the needs of diverse learners?
- How can teachers observe and evaluate student performance to guide instruction and growth?
- Why is it important for educators to understand school rules, policies, and regulations?
- How does self-wellness impact an educator's effectiveness and professional success?

Course Competencies:

- Obtain and maintain the professional requirements needed to work in educational settings.
- Create instructional outcomes and lesson objectives aligned to standards and student needs.
- Use assessment results to guide instructional decisions.
- Design culturally relevant learning experiences connected to students' lives and communities.
- Differentiate instruction to provide equitable learning opportunities for all students.
- Participate professionally in clinical classroom experiences.
- Deliver engaging and effective instructional lessons.
- Evaluate student learning and provide constructive feedback.
- Explain how school policies and regulations influence educational practices.
- Apply self-care and wellness practices to maintain personal and professional effectiveness.

Course Assessments:

- Projects
- Completed Assignments
- Real World observations
- Quizzes
- Observations
- Rubrics

Central York School District

General Education III

Grade Level: 12th Grade

Unit 1: Orientation to Profession

Time: 1 week

Standards:
PA FCS State Standards: • 11.4.9-12 G Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers in education and early childhood. • 11.6.9-12 B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills. • 11.4.9-12 A Demonstrate the integration of theories of child development
Know:
• The steps and requirements needed to obtain and maintain educational clearances and certifications. • Identify current issues and trends impacting education today.
Understanding/Key Learning:
• Understand the purpose and importance of required clearances and certifications for participating in clinical experiences. • Understand how educational trends influence teaching practices, student learning, and school environments. • Recognize the role of educators in responding to changes and challenges within the field of education.
Do:
• Acquire required clearances and certifications to participate in clinical experiences. • Identify current issues and trends within education.

Unit Essential Questions:

- Why are clearances and certifications important for participating in clinical experiences?
- How do professional and legal requirements prepare educators for work in schools and clinical settings?
- What are the major current issues and trends influencing education today?
- How do educational trends and societal changes impact teaching and learning?

Lesson Essential Questions:

- What responsibilities do educators have in maintaining the certifications and clearances required to work safely and ethically with students?
- How do professional requirements and certifications impact the quality and trustworthiness of clinical experiences in education?
- What current issues and trends are shaping education today?
- How do changing educational trends influence teaching practices, student learning, and school communities?

Materials/Resources:

- Clearances Websites
- Professional Articles

Vocabulary:

Clearance	Certifications	Legal Requirement	Ethics
Current Issues	Educational Trends	Diversity	Inclusion

Assessments:

- Research Assignments
- Presentations
- Completed Assignments

Central York School District

General Education III

Grade Level: 12th Grade

Unit 2: Planning and Preparation

Time: 1 -2 weeks

Standards:
PA FCS State Standards: • PA 11.4.9-12 A Demonstrate the integration of theories of child development and their impact on parenting and childcare. • PA 11.4.9-12 B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
Know:
• How to prepare clear instructional outcomes. • The purpose of assessments in the classroom. • How assessment data guides decision-making. • The importance of culturally relevant learning experiences. • How educational theories influence teaching practices, classroom environments, and student learning.
Understanding/Key Learning:
• Understand how to align lessons with standards. • The importance of considering student needs when creating lessons. • How to utilize assessments in the classroom. • The importance of connecting the classroom content to students' backgrounds, cultures, and real-world experiences. • Analyze strategies for providing equitable and differentiated instruction to meet all learners. • Similarities and differences among various educational theories and theorists.
Do:
• Prepare instructional outcomes. • Analyze assessments and identify how to incorporate results into the instructional planning process. • Analyze different theories and theorists. • Design culturally relevant learning that brings real-world experiences into educational spaces/the classroom. • Provide all learners with equitable and differentiated opportunities to learn and succeed.

Unit Essential Questions:

- How do teachers prepare meaningful instructional outcomes that guide student learning?
- How can assessment results be used to improve instruction and support student success?
- Why is culturally relevant and real-world learning important in today's classrooms?
- How can teachers create equitable and differentiated learning opportunities for all students?

Lesson Essential Questions:

- What makes an instructional outcome clear and measurable?
- How do assessments help teachers understand student learning?
- Why is it important to include real-world examples in instruction?

- What is the difference between equity and equality in education?

Materials/Resources:

- Lesson Plans
- Other classroom materials

Vocabulary:

Instructional Outcomes	Learning Objectives Student Centered	Measurable Goals Academic Standards	Rigor

Assessments:

- Completed Assignments
- Summative Assessment
- Presentation

Central York School District

General Education III

Grade Level: 12th Grade

Unit 3: Classroom Management

Time: 4 days

Standards:
PA FCS State Standards: • PA 11.4.9-12 C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services. **National FCS State Standards:** • N 4.3.4.3.5 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences. Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods, including learning centers.
Know:
• The importance of providing equitable learning opportunities that ensure all students receive support. • The strategies for differentiating instruction to meet students' individual learning needs. • How differentiated instruction helps all students engage in learning. • The teaching practices to help students.
Understanding/Key Learning:
• How to analyze different strategies to meet individual needs. • The importance of using differentiation instruction to engage students. • The role of flexible teaching practices, accommodations, and modifications in supporting student learning and growth.
Do:
• Provide all learners with equitable opportunities. • Provide differentiation for students to learn and succeed.

Unit Essential Questions:

- How can teachers create equitable learning opportunities for all students?
- Why is differentiated instruction important for student success?
- How can educators meet the diverse academic, cultural, and social needs of learners?

Lesson Essential Questions:

- What is the difference between equity and equality in education?
- How can instruction be differentiated to support diverse learners?
- What strategies can teachers use to help all students succeed?
- Why is it important to recognize students' individual strengths and needs?

Materials/Resources:

- Other classrooms
- PowerPoints

- Other classroom materials
- Other building materials

Vocabulary:

Intervention	Enrichment	Special Education	Classroom Community
Flexible Grouping	Inclusive Classroom	Bias	

Assessments:

- Completed Assignment
- Summative Assessment
- Participation

Central York School District

General Education III

Grade Level: 12th Grade

Unit 4: Cultural

Time: 1 week

Standards:
PA FCS State Standards: • PA 11.4.9-12 B Demonstrate integration of academic standards that address language, culture, and learning styles, and early childhood experiences. • PA 11.4.9-12 C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
Know:
• What bias is and how it can appear in educational systems, policies, and classroom practices. • The strategies for identifying bias in instructional materials, assessments, and classroom interactions. • The practices to support student identity, engagement, and achievement. • The role educators play in creating an inclusive classroom.
Understanding/Key Learning:
• How bias can happen in the educational system. • The approaches for addressing and reducing bias in educational environments. • The principles of culturally relevant and culturally sustaining pedagogy. • How to apply culturally relevant and sustaining practices when designing instructional lessons.
Do:
• Identify, deepen understanding of, and take steps to address bias in the system. • Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.

Unit Essential Questions:

- How does bias impact students, schools, and educational systems?
- Why is it important for educators to recognize and address bias in education?
- How can culturally relevant and sustaining practices improve teaching and learning?
- What role do educators play in creating inclusive and equitable learning environments?

Lesson Essential Questions:

- What is bias, and how can it appear in schools and classrooms?
- How can personal and systemic bias affect student learning and opportunities?
- What are culturally relevant and sustaining teaching practices?
- How can lessons reflect students' cultures, identities, and experiences?

Materials/Resources:

- Research
- PowerPoints
- Other Classrooms

Vocabulary:

Cultural Bias	Reflection	Self -Aware	Anti-Bias
Privilege	Discrimination	Stereotype	Prejudice

Assessments:

- Completed Assignments
- Reflections
- Presentations

Central York School District

General Education III

Grade Level: 12th Grade

Unit 5: Clinical Experience

Time: 12-13 weeks

Standards:

PA FCS State Standards:

- PA 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- PA Standard: 11.4.9-12. A Demonstrate the integration of theories of child development
- PA Standard: 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills
- PA 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.

National FCS State Standard:

- N4.3.4.3.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences. Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

Know:

- The structure and purpose of instructional programs across elementary, middle, high school, and career and technical education settings.
- The role of clinical and field-based experiences in developing effective teaching practice.
- The professional expectations for documenting and maintaining a log.
- The instructional strategies that support diverse learners and address a wide range of academic, cultural, and developmental needs.
- The importance of establishing high expectations for all learners.
- The importance of fostering a belief in every student's ability to succeed.
- How to keep a log of expectations.
- How to collaborate with a mentor teacher to plan, prepare for, and engage in active classroom participation.
- The strategies that support students and their needs.
- The importance of establishing high expectations for all learners and fostering a belief in every student's ability to succeed.
- How culturally relevant practices are effective in instruction.
- Sustaining practices that can be used to design effective instructional activities and lessons.

Understanding/Key Learning:

- Effective educators develop their practice through purposeful clinical experiences, reflection, and collaboration. Participating in authentic classroom settings, working closely with mentor teachers, and documenting professional experiences build the knowledge, skills, and habits necessary for successful teaching.
- High-quality instruction is responsive to the diverse strengths and needs of all learners. Effective teachers design, deliver, and adjust instruction using inclusive, culturally relevant, and sustaining practices that promote equitable learning opportunities for every student.
- Every student is capable of learning and achieving at high levels. Educators create positive learning

environments by maintaining high expectations, fostering strong relationships, and demonstrating a belief in each learner's potential for success.
- Professional teaching requires continuous observation, planning, and reflection to improve student learning. Teachers use student observations, collaboration with colleagues, and ongoing evaluation of instructional practices to make informed decisions that enhance teaching effectiveness and student outcomes.

Do:

- Participate in an elementary, middle, high school, career and technical center, or cross-grade instructional program 3 days a week.
- Meet with a mentor teacher and plan for active participation in the classroom.
- Maintain a log of time and activities in clinical experiences.
- Deliver instruction that takes into consideration the diverse needs of all learners.
- Observe and evaluate students' performance and development.
- Establish high expectations for each learner and treat them as capable and deserving of achieving success.
- Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.

Unit Essential Questions:

- How does active participation in clinical or instructional settings prepare educators for effective teaching across grade levels and programs?
- How can collaboration with mentor teachers support professional growth and instructional planning?
- Why is it important to observe, evaluate, and reflect on student learning and development in real classroom settings?
- How can educators design and deliver instruction that meets the diverse needs of all learners while maintaining high expectations?
- In what ways do culturally relevant and sustaining practices improve instructional design and student success?

Lesson Essential Questions:

- What differences exist between instructional programs at various grade levels and settings?
- How can a mentor teacher support professional growth?
- What is the purpose of co-planning instruction with an experienced educator?
- What can teachers learn from tracking their instructional experiences?

Materials/Resources:

- Mentor Teacher
- Other Classroom students
- Summative Project
- Other classroom materials
- Field trip

Vocabulary:

Clinical Experience	Student Teaching	Instructional Program	Active Participation
School Culture	Professional Growth		

Assessments:

- Rubric Observations
- Formative Assessments
- Presentations
- Completed Assignments

Central York School District

General Education III

Grade Level: 12th Grade

Unit 6: Professionalism

Time: 1 week

Standards:
PA FCS State Standards: • PA 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict. • PA 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills. **National FCS State Standards:** • N 4.6.4.6.2 Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations. Apply professional ethical standards as accepted by the recognized professional organizations.
Know:
• The importance of self-care and wellness. • The resources to support mental well-being. • The strategies to help with physical and emotional health. • The principles of culturally relevant and sustaining education (CR-SE). • Know and understand how to reflect on one's own teaching practice through a culturally relevant and sustaining lens to improve equity, inclusion, and student outcomes.
Understanding/Key Learning:
• How to use self-care and wellness to maintain a healthy life. • How to use resources to assist with a healthy lifestyle. • How CR-SE competencies influence instructional decisions, relationships, and classroom practices. • How to reflect on one's own teaching practice through a culturally relevant and sustaining lens.
Do:
• Identify and use resources to support self-care wellness. • Reflect upon practice through the lens of culturally relevant and sustaining education, as outlined in the CR-SE competencies.

Unit Essential Questions:

- Why is self-care and wellness important for educators and educational professionals?
- How can CR-SE principles guide continuous improvement in teaching practice and educator decision-making?

Lesson Essential Questions:

- What does self-care mean in the context of education and teaching?
- What resources are available to support educator wellness (physical, emotional, and mental)?
- How do CR-SE competencies influence instructional practice and decision-making?

Materials/Resources:

- Other classrooms

- Mentor teacher
- Students

Vocabulary:

Self Care	Wellness	Mental Health	Physical Health
Stress Management	Work-Life Balance	Resilience	Burnout
	Mindfulness	Reflection	Healthy Habits

Assessments:

- Completed Assignments
- Formative Assessment Exit Slip

Central York School District

General Education IV

Overview

Grade Level: 12th Grade

Course Description:
This course will be a culminating course of everything in the program. A strong focus will be placed on planning, preparing, and implementing clear and thoughtful lessons aligned to standards. We will reflect upon practice through different lenses and self assess. Students will participate in a pre-student teaching experience in a classroom. Students will continue to create their own professional digital footprint.

Prerequisites: General Education I, II, and III

Course Big Ideas:

- Preparation for the NOCTI exam to score proficient or above.
- Develop a personal mission statement that summarizes one's motivation for entering the education profession based on personal experiences, values, and goals.
- Design and analyze assessments.
- Provide all learners with equitable and differentiated opportunities to learn and succeed.
- Foster learning environments that promote belonging, representation, and social justice.
- Analyze school, district, and program rules, regulations, and policies across educational settings.
- Provide all learners with differentiated opportunities for success.

Course Essential Questions:

- What motivates me to become an educator, and how do my experiences, values, and goals shape my professional identity?
- How can assessment be used to measure learning and improve instruction?
- How can instruction be designed to ensure all learners have equitable opportunities to learn and succeed?
- How can educators communicate in ways that honor and respect the linguistic and cultural diversity of learners, families, and colleagues?
- What biases exist within educational systems, and how do they affect learners and communities?
- How do school, district, and program policies influence teaching and learning?

Course Competencies:

- Develop a professional educator identity based on reflection, ethical practice, and commitment to learner success.
- Design, implement, and assess instruction using learning outcomes, assessment data, and evidence-based practices to support student achievement.
- Create equitable, inclusive, and culturally responsive learning environments that value diversity and promote success for all learners.
- Identify and address bias and barriers to learning to advance equity and social justice within educational settings.
- Collaborate and communicate effectively within educational systems while applying relevant policies, regulations, and professional standards.

Course Assessments:

- Rubrics
- Completed Assignments
- Checklist

- Formative Assessments
- Summative Assessment
- NOCTI Exam

Central York School District

General Education IV

Grade Level: 12th Grade

Unit 1: Orientation to Profession

Time: 1 week

Standards:

PA FCS State Standards:

- 11.4.9-12 G Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers in education and early childhood.
- 11.6.9-12 B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.
- 11.4.9-12. A Demonstrate the integration of theories of child development

National FCS Standards:

- 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills.

Know:

- Educators are guided by a set of beliefs about teaching and learning.
- A personal mission statement is a personal reflection of oneself.
- Personal and professional experiences help shape one's perspective on education
- Effective mission statements are clear, authentic, and values-based

Understanding/Key Learning:

- How educators create their personal mission statement about education.
- The steps needed to create a personal mission statement.
- The development of a mission statement requires thoughtful self-awareness.
- The statements serve as a guiding foundation for professional growth and decision-making in education.

Do:

- Develop a personal mission statement that summarizes one's motivation for entering the education profession based on one's personal experiences, values, and goals.
- Define core beliefs about teaching, learning, and student success.
- Identify strengths, passions, and areas of commitment related to education.
- Write a clear and concise personal mission statement.

Unit Essential Questions:

- How do educators communicate their commitment to student learning, equity, and growth through a mission statement?
- How do personal experiences, values, and goals shape a person's decision to enter the education profession?

Lesson Essential Questions:

- What are my personal experiences that have influenced my interest in education?
- What values do I hold that connect to the role of an educator?
- What goals do I have for myself as a future education professional?

Materials/Resources:

- Other classrooms
- Self Reflection
- Cultural Experience

Vocabulary:

Mission Statement	Values	Beliefs	Goal
Personal Beliefs	Motivation	Education Philosophy	

Assessments:

- Completed Mission Statement
- Formative Assessment

Central York School District

General Education IV

Grade Level: 12th Grade

Unit 2: Preparing and Preparation

Time: 1 week

Standards:

PA FCS State Standards:

- 11.4.9-12 A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
- 11.4.9-12 B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.

National FCS Standards:

- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

Know:

- The components of well-written instructional outcomes.
- The relationship between standards, objectives, outcomes, instruction, and assessment.
- Methods for developing outcomes that promote student learning and achievement.

Understanding/Key Learning:

- The purpose and importance of clearly defined instructional outcomes in lesson and unit planning.
- How instructional outcomes align with academic standards, learning objectives, and student needs.
- The characteristics of effective instructional outcomes.

Do:

- Prepare instructional outcomes.
- Analyze assessments and identify how to incorporate results into the instructional planning process.
- Design culturally relevant learning that brings real-world experiences into educational spaces/the classroom.
- Provide all learners with equitable and differentiated opportunities to learn and succeed.

Unit Essential Questions:

- How do effective educators plan instruction that promotes student success?
- How can assessment data be used to improve teaching and learning?
- How do teachers create equitable learning opportunities for all students?
- How can instructional planning address the diverse needs, strengths, and experiences of learners?
- What role do reflection and data analysis play in the instructional planning process?
- How do teachers use differentiation to support student achievement?

Lesson Essential Questions:

- How do instructional outcomes align with standards and learning goals?
- How can teachers use assessment results to make instructional decisions?
- What is culturally relevant teaching?
- What strategies help ensure all students have access to learning opportunities?

Materials/Resources:

- Other classroom resources
- Other classrooms
- PowerPoint

Vocabulary:

Instructional outcomes	Academic Standards	Assessment Data	Growth
Academic Achievement	Feedback	Belonging	Real World
		Cultural Response	Bias

Assessments:

- Formative assessment
- Summative assessment
- Completed Assignments

Central York School District

General Education IV

Grade Level: 12th Grade

Unit 3: Classroom Management

Time: 1 week

Standards:
PA FCS State Standard: • 11.4.9-12 C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services. **National FCS State Standards:** • 4.3.5 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences. Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods, including learning centers. • 4.4.3 Implement strategies to teach health, safety, and sanitation habits.
Know:
• The characteristics of an inclusive learning environment for all. • Strategies teachers use to remove barriers to learning. • Factors that may impact student learning include cultural, linguistic, socioeconomic, and academic differences. • The purpose of accommodations and supports for diverse learners.
Understanding/Key Learning:
• Equity involves providing students with the resources and support they need to be successful, rather than treating all students exactly the same. • Inclusive classrooms foster belonging, participation, and achievement for all learners. • Effective teachers intentionally create opportunities that promote access, engagement, and success for every student.
Do:
• Provide all learners with equitable opportunities. • Provide differentiation for students to learn and succeed. • Implement strategies to help all students be successful.

Unit Essential Questions:

- How do educators meet the diverse needs of learners in an inclusive classroom?
- What role does differentiated instruction play in supporting student achievement?
- How can teachers create learning environments that promote access, engagement, and success for all students?
- How do student differences influence instructional planning and decision-making?
- Why is it important to provide multiple pathways for students to demonstrate learning?

Lesson Essential Questions:

- What strategies help provide access to learning for diverse student populations?
- How can assessment data guide differentiation decisions?

- Why is it important to provide multiple ways for students to learn and demonstrate understanding?
- How does differentiation increase student engagement and achievement?

Materials/Resources:

- Other classrooms
- Other building resources
- PowerPoints

Vocabulary:

Universal Design for Learning	Culturally Responsive Teaching	Tiered Assignments Flexible Grouping	Work-Based Learning Performance-Based Assessment

Assessments:

- Completed Assignments
- Formative Assessments

Central York School District

General Education IV

Grade Level: 12th Grade

Unit 4: Clinical Experience

Time: 13-14 weeks

Standards:

PA FCS State Standards:

- 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- 11.4.9-12. A Demonstrate the integration of theories of child development
- 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills
- 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.

National FCS State Standards:

- 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills.
- 4.1.6 Analyze the role of professional organizations in education and early childhood.
- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.2 Demonstrate problem-solving and decision making skills when working with children, youth and adults.
- 4.5.3Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
- 4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Know:

- The roles and responsibilities of educators in elementary, middle, secondary, career and technical, and cross-grade instructional settings.
- The purpose and expectations of clinical experiences and field placements.
- The role of a mentor teacher and the importance of professional collaboration.
- Procedures for documenting clinical hours, activities, and professional experiences.
- Principles of lesson planning and instructional delivery.
- Characteristics of diverse learners, including differences in culture, language, ability, background, interests, and learning needs.
- Strategies for differentiation and equitable instructional practices.

- Methods for observing, documenting, and assessing student learning and development.
- The impact of teacher expectations on student achievement and motivation.
- Common forms of individual, institutional, and systemic bias that can affect educational opportunities and outcomes.
- Strategies for promoting equity, inclusion, and culturally responsive learning environments.
- Professional and ethical expectations for educators working with students.

Understanding/Key Learning:

- Effective educators adapt instruction to meet the diverse needs of all learners and create opportunities for student success.
- Clinical experiences provide authentic opportunities to connect educational theory to classroom practice.
- Collaboration with mentor teachers supports professional growth and improves instructional effectiveness.
- Accurate documentation and reflection on clinical experiences contribute to professional development.
- Observation and assessment data help educators make informed instructional decisions that support student learning.
- High expectations, combined with appropriate support, positively influence student achievement and self-confidence.
- Every learner is capable of growth and deserves equitable access to meaningful learning experiences.
- Bias can influence educational systems, policies, practices, and interactions, affecting student outcomes.
- Educators have a responsibility to recognize, challenge, and address bias to promote fairness and inclusion.
- Culturally responsive and equitable teaching practices help create learning environments where all students feel valued, respected, and supported.
- Reflective practice is essential for continuous improvement and effective teaching.

Do:

- Participate in an elementary, middle, high school, career and technical center, or cross-grade instructional program 4 days a week.
- Meet with a mentor teacher and plan for active participation in the classroom.
- Maintain a log of time and activities in clinical experiences.
- Design and deliver instruction that takes into consideration the diverse needs of all learners.
- Observe and evaluate students' performance and development.
- Establish high expectations for each learner and treat them as capable and deserving of achieving success.
- Identify, deepen understanding of, and take steps to address bias in the system.

Unit Essential Questions:

- How do clinical experiences help prepare future educators for the realities of the teaching profession?
- What responsibilities do educators have in creating equitable, inclusive, and effective learning environments?
- How can teachers design instruction that meets the diverse needs of all learners?
- Why is collaboration with mentor teachers important for professional growth and development?
- How do observation, assessment, and reflection improve teaching and student learning?
- How do educator expectations influence student achievement and success?
- What role do educators play in identifying and addressing bias within educational systems?
- How can reflective practice help educators continuously improve their effectiveness?

Lesson Essential Questions:

- How do classroom environments vary across grade levels and instructional programs?
- How does effective communication support successful classroom experiences?
- Why is documentation an important part of professional practice?
- How does differentiation promote student success?
- Why is it important to monitor both academic and developmental progress?

- How do teacher expectations impact student achievement?
- How can bias affect students' educational experiences and opportunities?

Materials/Resources:

- Other district classrooms
- Other classroom resources
- Power points
- District professional experience

Vocabulary:

Collaboration	Cooperating Teacher	Feedback	Inclusion
Educational Setting	Mentor	Active Learning	Evidence of Learning
Academic Growth	Advocacy	Student-centered	Positive Reinforcement
Self Efficiency	Achievement Gap	Resilience	
Opportunity Gap		Diverse Learners	

Assessments:

- Completed Assignment
- Student Growth Assignment
- Formative Assessments
- Summative Project

Central York School District

General Education IV

Grade Level: 12th

Unit 5: Cultural

Time: 3-4 days

Standards:

PA FCS State Standards:

- 11.4.9-12 B Demonstrate integration of academic standards that address language, culture, and learning styles, and early childhood experiences.
- 11.4.9-12 C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.

National FCS Standards:

- 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

Know:

- How bias can influence educational policies, practices, expectations, and opportunities.
- The impact of bias on student learning, achievement, and sense of belonging.
- The characteristics of inclusive and equitable learning environments.
- Strategies educators can use to recognize and address bias.
- Characteristics of respectful and professional communication.
- The role of language, culture, and identity in shaping communication.

Understanding/Key Learning:

- Strong relationships among students, families, educators, and school leaders are built through respectful and inclusive communication.
- Culturally responsive communication helps create welcoming environments where all individuals feel valued and understood.
- Equity involves providing students with the support and opportunities they need to achieve success.
- Inclusive educational environments foster belonging, respect, and achievement for all learners.
- Self-awareness and continuous reflection are essential for promoting equitable practices.

Do:

- Communicate in linguistic ways that demonstrate respect for learners, educators, educational leaders, and families.
- Demonstrate culturally relevant ways of showing respect for others.
- Identify, deepen understanding of, and take steps to address bias in the system.

Unit Essential Questions:

- What responsibilities do educators have in identifying and challenging bias within educational systems?
- How do communication practices and equity-minded actions influence student success and belonging?
- How can educators communicate in ways that honor and respect the linguistic and cultural backgrounds of students and families?

- Why is culturally responsive communication essential for building positive relationships within school communities?

Lesson Essential Questions:

- How does effective communication build trust between schools, students, and families?
- What does it mean to communicate in a culturally and linguistically responsive manner?
- How can educators adapt communication to meet the diverse needs of learners and families?
- What communication strategies promote collaboration among students, families, teachers, and school leaders?

Materials/Resources:

- Other classrooms
- Research

Vocabulary:

Empathy	Family Engagement	Accessibility	Identity
Rapport	Mutual Respect	Belonging	Perspective-Taking

Assessments:

- Completed Assignment
- Formative Assessments Ex. Exit Slips

Central York School District

General Education IV

Grade Level: 12th Grade

Unit 6: Professionalism

Time: 3-4 days

Standards:

PA FCS State Standards:

- 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
- 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.

National FCS State Standards:

- 4.6.1 Explore opportunities for continuing training and education.
- 4.6.2 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations. Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Know:

- The role of policies in maintaining safe, orderly, and productive learning environments.
- How policies guide decision-making and professional practice.
- The relationship between educational policies and equitable learning opportunities.
- The purpose of school, district, and program rules, regulations, and policies.

Understanding/Key Learning:

- Policies and procedures provide a framework for creating safe, organized, and effective learning environments.
- School policies directly affect student experiences, opportunities, safety, and success.
- Educators are responsible for knowing, interpreting, and applying policies appropriately.
- Policies should be implemented fairly and consistently for all learners.

Do:

- Analyze school, district, and program rules, regulations, and policies in all applicable education settings.
- Gather current school-level rules, regulations, and policy documents.
- Gather district-level rules, regulations, and policy documents.
- Assess how policies are implemented in practice within each educational setting.

Unit Essential Questions:

- Why are school, district, and program policies important to the operation of educational settings?
- How do rules, regulations, and policies create safe, supportive, and effective learning environments?
- What responsibilities do educators have in understanding and following educational policies?

Lesson Essential Questions:

- What are the differences between rules, regulations, and policies?
- What information can be learned by analyzing a student handbook, faculty handbook, or program guide?

- How can understanding policies improve an educator's effectiveness?
- How do policies contribute to a positive school culture?

Materials/Resources:

- Research
- District building policies/procedures
- Guest Speaker

Vocabulary:

Policy	School Board	Faculty Handbook	Record keeping
Rule	Administrative Team	Student Handbook	Due Process
Regulation		Liability	

Assessments:

- Presentations
- Completed Research
- Formative Assessment

Central York School District

Culinary Arts 1 CTE

Overview

Grade Level: 11-12

Course Description:

This course will provide students with the fundamental theory, practice, and art of cooking in an atmosphere fostering teamwork through hands-on experiences in the Culinary Arts lab. Students will learn and practice safety and sanitation practices for the industrial kitchen, describe and implement basic nutrition within recipes, and practice safety and accurate knife skills. Students will practice and demonstrate how to make basic quick breads, cookies, and various breakfast foods throughout the course.

Course Big Ideas:

- Safe and sanitary kitchen procedures
- Proper kitchen safety procedures
- Proper handling of small and large kitchen equipment
- Knife skills
- Basic cooking techniques
- Baking using chemical leaveners
- Cooking with starches (pasta, grains, potatoes, legumes)
- Preparing a variety of breakfast foods
- Career paths in the Food Service Industry

Course Essential Questions:

- Why are sanitation and hygiene considered the foundation of professional food preparation?
- How do food safety practices prevent foodborne illness in a commercial kitchen?
- What role does safety awareness play in preventing kitchen accidents?
- Why is it important to follow safety protocols even when tasks feel routine or simple?
- How does correct equipment use impact efficiency and safety in the kitchen?
- How do knife skills influence food quality, presentation, and cooking consistency?
- What techniques ensure safe and efficient knife use in a professional kitchen?
- Why is precision in cutting techniques important in standardized recipes?
- How do basic cooking methods transform ingredients into finished dishes?
- Why is temperature control essential in achieving consistent cooking results?
- How do chemical leaveners affect texture and structure in baked goods?
- What happens when ingredient ratios in baking are altered?
- Why is precision more critical in baking than in other types of cooking?
- What techniques ensure proper texture and doneness when cooking starches?
- Why do different starches require different preparation methods?
- How does breakfast preparation require unique timing and multitasking skills?
- What factors contribute to producing high-quality breakfast menu items consistently?
- What skills and attitudes are essential for success in the food service industry?
- How do different roles in the food industry contribute to overall kitchen operations?
- In what ways can entry-level food service experience lead to long-term career opportunities?

Course Competencies:

- Apply food safety and sanitation procedures.
- Demonstrate kitchen safety practices.

- Operate small and large kitchen equipment safely and effectively.
- Demonstrate proper knife skills and cutting techniques.
- Apply basic cooking methods to prepare food products.
- Prepare baked goods using chemical leavening agents.
- Prepare and cook starches to industry standards.
- Demonstrate professionalism and career readiness in food service.

Course Assessments:

- Projects
- Completed assignments
- Labs
- Skill evaluations
- Tests

Central York School District

Culinary Arts 1 CTE

Grade Level: 11-12 grade

Unit 1: Safety and Sanitation

Time: 3 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.B Evaluate the role of government agencies in safeguarding our food supply

National FCS State Standards

- 8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.

Know:

- Various fire suppression systems in the foodservice area.
- Procedures for injuries and accidents.
- Ways to prevent cross contamination.
- Required personal hygiene requirements for working in the food service area.
- Personal protection equipment (PPE) within the food service industry.

Understanding/Key Learning:

- Maintaining a safe foodservice environment requires understanding and applying proper sanitation, personal hygiene, and cross-contamination prevention practices.
- Foodservice employees are responsible for recognizing hazards, using appropriate personal protective equipment (PPE), and following workplace safety procedures to prevent accidents and injuries.
- Effective emergency response depends on knowing how to react to injuries, accidents, and fire-related incidents using established foodservice industry procedures.
- Professionalism in the foodservice industry includes wearing and maintaining proper culinary attire, practicing safe lifting techniques, and following industry safety standards.

Do:

- Wear and maintain culinary apparel according to industry standards.
- Lift and carry heavy objects up to 50 lbs.
- Prevent accidents and injuries in the foodservice industry.
- Follow emergency procedures for injuries and accidents.
- Identify various fire suppression systems in the foodservice area.
- Identify personal protection equipment (PPE) within the industry.
- Apply ServSafe or equivalent certification requirements.
- Label foodservice products for storage.

Unit Essential Questions:

- How do personal hygiene, food handling practices, and workplace procedures contribute to preventing foodborne illness?
- How do foodborne pathogens spread, and what steps can be taken to reduce the risk of contamination and outbreaks?
- How can foodservice workers identify hazards and take action to prevent accidents and injuries in the workplace?

Lesson Essential Questions:

- How can foodservice employees respond appropriately to different types of fires and fire emergencies?
- What steps should be taken when an injury or accident occurs in the workplace?
- How do emergency procedures help reduce the impact of accidents and injuries in foodservice settings?
- Why is personal hygiene critical to preventing foodborne illness and ensuring food safety?
- How can cross-contamination occur during food preparation, and what practices prevent it?
- What responsibilities do foodservice workers have in protecting customers from foodborne illness?
- How does the proper use of PPE contribute to workplace safety in the foodservice industry?
- Why is maintaining proper culinary apparel important for safety, sanitation, and professionalism?
- How can foodservice workers identify hazards and prevent accidents before they occur?
- What safe lifting and carrying techniques help prevent workplace injuries when handling heavy objects?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
ServSafe Manager 7th edition Textbook
Industry PPE (aprons, gloves, hairnets/hats, pot holders, oven mitts)
Projector and unit presentations
Lab space and recipes

Vocabulary:

Personal Protective Equipment (PPE)
Hair restraint
Apron
Non-slip shoes
Ergonomics
Load stability
Team lift
Material handling equipment
Cross contamination
Biological contamination
Chemical contamination
Physical contamination
Preventative maintenance
Class A fire
Class B fire
Class K fire
PASS method
Fire suppression system
Temperature Danger Zone
Foodborne Illness
Sanitizing
Cleaning
Critical Control Point (CCP)
Ready-to-eat (RTE) foods

Assessments:

Labs
Formative assessment

Central York School District

Culinary Arts 1 CTE

Grade Level: 11-12 grade

Unit 2: Knife Skills

Time: 2 weeks

Standards:
PA FCS State Standards • 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods. **National FCS State Standards** • 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
Know:
• Parts of a knife. • Various types of knives and their uses. • Various knife cuts .
Understanding/Key Learning:
• Different parts of a knife have specific functions that contribute to safety, efficiency, and precision during food preparation. • Each type of knife is designed for a particular purpose, and selecting the correct knife improves product quality, safety, and productivity in a professional kitchen. • Knife skills are essential foundational culinary techniques that impact food appearance, cooking consistency, and overall food quality. • Standardized knife cuts create uniform products, which promotes even cooking, professional presentation, and portion control.
Do:
• Demonstrate knife cuts: bâtonnet, julienne, small/medium/large dice, brunoise, chiffonade, and mince.

Unit Essential Questions:

- Why is safe handling of knives, tools, and equipment essential for professionalism and accident prevention in a culinary environment?
- How do proper techniques and habits when using kitchen tools impact personal safety and the safety of others in the workplace?
- Why are proper knife cuts important in the food service industry, and how do they impact food quality, safety, efficiency, and presentation?

Lesson Essential Questions:

- How does understanding the parts of a knife improve safety, control, and precision during food preparation?
- What factors determine which type of knife should be used for specific culinary tasks?
- Why is it important for chefs to match the correct knife to the correct ingredient or cutting job?

- How do standardized knife cuts such as julienne, dice, and brunoise impact cooking time, texture, and presentation?
- Why are consistency and uniformity in knife cuts essential in professional kitchens for quality, efficiency, and food safety?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
ServSafe Manager 7th edition Textbook
Knives (paring, chef's, Santoku, serrated, fillet, utility, Mandolin)
Projector and unit presentations
Lab space and recipes

Vocabulary:

Cutting board
Claw grip
Guiding hand
Mise en place
Blade
Tipe
Edge
Spine
Heel
Bolster
Tang
Handle
Rivets
Butt
Slice
Julienne
Batonnet
Dice
Brunoise
Chop
Mince
Rondelle
Chiffonade
Sharpening
Honing
Whetstone
Grit
Burr
Honing Steel
Chef's knife
Paring knife
Serrated Knife
Boning knife
Fillet knife
Santoku knife
Cleaver
Utility knife

Assessments:

Labs
Formative assessment

Central York School District

Culinary Arts 1 CTE

Grade Level: 11-12 grade

Unit 3: Quick Breads

Time: 4 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

National FCS State Standards

- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.

Know:

- Washing and sanitizing procedures for equipment.
- Proper set up for ware washing stations.
- Hand tools and smallwares used in baking.
- Parts of standardized recipes.
- Volume and weight measurements.
- Equivalent measures.
- Procedures for making quick breads.
- Procedures for making cookies.

Understanding/Key Learning:

- How to correctly set up, operate, and break down a warewashing station to ensure efficient cleaning and sanitizing of equipment.
- Function and safe use of hand tools, smallwares, and small equipment used in baking and food preparation.
- Parts and structure of standardized recipes and how they ensure consistency, quality, and proper food

production in industry settings.

- Interpret, measure, and apply US standard weight and volume measurements accurately in recipe preparation.
- Common measurement equivalents and how converting between units impacts recipe accuracy and product outcomes.
- Procedures and scientific principles involved in preparing quick breads, including proper mixing methods and leavening action.
- Procedures for producing cookies, including mixing methods, portioning, baking, and quality control.
- Accuracy in measuring ingredients directly affects texture, flavor, appearance, and overall success of baked goods.

Do:

- Operate, clean, and sanitize small equipment.
- Pass safety tests for all small, large, and handheld kitchen equipment, including knives.
- Identify and use hand tools and smallwares.
- Set up, operate, and break down a ware-washing station.
- Prepare food following standardized recipes within industry time limits.
- Cite US standard weight and volume measurement equivalencies.
- Measure ingredients using US standard weight and volume.
- Prepare quick breads.
- Prepare cookies.

Unit Essential Questions:

- What safe handling practices are essential when preparing breads, baked goods, and desserts in a professional kitchen?
- How do professional preparation techniques impact the quality, texture, and consistency of baked goods?
- Why is it important to follow standardized recipes and procedures when producing quick breads and cookies?
- What skills and techniques are required to efficiently prepare a variety of baked goods and desserts while maintaining industry standards?

Lesson Essential Questions:

- How do proper washing and sanitizing procedures protect both food safety and kitchen efficiency?
- What steps are required to properly set up, operate, and break down a warewashing station?
- How does the correct use of hand tools, smallwares, and kitchen equipment impact safety and food quality in baking?
- Why is it important to pass safety procedures for all kitchen equipment, including knives and small appliances?
- How do standardized recipes ensure consistency, accuracy, and efficiency in professional food preparation?
- Why are accurate measurements and knowledge of weight, volume, and equivalencies essential in baking?
- How do mixing methods and procedures differ when preparing quick breads versus cookies?
- What skills are necessary to prepare baked goods within industry time limits while maintaining quality standards?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
ServSafe Manager 7th edition Textbook
How Baking Works textbook
Dessert Course textbook
Projector and unit presentations

Lab space and recipes

Vocabulary:

Leavening
Leavening agent
Mixing method
Oven spring
Gluten
Wet and dry method
All in one method
Classic creaming method
Reverse creaming method
Rough puff method
Maillard reaction

Assessments:

Labs
Formative assessment
Mixing method project

Central York School District

Culinary Arts 1 CTE

Grade Level: 11-12 grade

Unit 4: Pasta, Grains, Potatoes

Time: 4 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

National FCS State Standards

- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

Know:

- Washing and sanitizing procedures for equipment.
- Hand tools and smallwares used.
- Moist cooking methods.
- Dry cooking methods.
- Ratios for preparing grain products.

Understanding/Key Learning:

- Understanding moist cooking methods involves recognizing how water, steam, or other liquids transfer heat to food to soften fibers, develop flavor, and ensure even doneness.
- Dry cooking methods rely on direct heat without added moisture, creating browning reactions that enhance flavor, texture, and appearance in foods like roasted vegetables and baked proteins.
- Combination cooking methods use both dry and moist techniques in sequence to build flavor while tenderizing tougher ingredients, often starting with searing and finishing with braising or stewing.
- Standard ratios for grain preparation (such as rice, quinoa, and oats) are essential for consistency, ensuring the

correct absorption of liquid and preventing undercooked or mushy results.
- Pasta is prepared using abundant boiling water and proper salting to allow even hydration and prevent sticking while achieving an al dente texture.
- Legumes and potatoes often require longer cooking times and controlled simmering or boiling, where liquid ratios and temperature management directly affect tenderness and structural integrity.
- Mastery of cooking methods and ratios supports consistency, efficiency, and quality control in professional food production environments.

Do:

- Operate, clean, and sanitize small equipment.
- Pass safety tests for all small, large, and handheld kitchen equipment, including knives.
- Identify and use hand tools and smallwares.
- Prepare food following standardized recipes within industry time limits.
- Prepare pasta, grains, legumes, and potatoes using dry, moist, and combination cooking methods.

Unit Essential Questions:

- How do safe handling practices and proper preparation techniques protect the quality and safety of starches and legumes?
- In what ways do different starches require unique preparation methods to maintain flavor, texture, and nutritional value?
- How does cross-contamination occur during food preparation, and what professional techniques prevent it across multiple food categories?
- Why is it important for culinary professionals to understand the functional properties of starches and legumes when preparing menu items?
- How do consistency and proper technique in preparation influence the overall quality and presentation of starch and legume dishes?

Lesson Essential Questions:

- How do moist cooking methods transform the texture, flavor, and structure of foods like grains, legumes, and potatoes?
- In what ways do dry cooking methods develop flavor and texture differently from moist cooking methods?
- How does choosing the correct cooking method (dry, moist, or combination) affect the final quality of pasta, grains, legumes, and potatoes?
- Why is understanding ingredient structure important when selecting an appropriate cooking method?
- How do combination cooking methods improve both flavor development and tenderness in foods that require longer cooking times?
- What role do correct liquid-to-grain ratios play in achieving consistent results when preparing grains and similar starch-based foods?
- How can improper ratios or cooking methods negatively impact the texture and quality of cooked grains, pasta, legumes, or potatoes?
- How does proper preparation of legumes and potatoes differ when using dry versus moist cooking methods?
- Why is consistency in cooking methods and measurement important in a professional kitchen setting?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
ServSafe Manager 7th edition Textbook
Projector and unit presentations
Lab space and recipes

Vocabulary:

Pasta
Grains
Potatoes
Legumes
Dry heat cooking
Moist heat cooking
Combination cooking

Boil
Simmer
Steam
Bake
Saute
Pilaf method
Risotto method

Mashing
Roasting
Al dente
Overcooked
Under-cooked
Uniformity
Gelatinization

Assessments:

Labs
Formative assessment

Central York School District

Culinary Arts 1 CTE

Grade Level: 11-12 grade

Unit 5: Breakfast Foods

Time: 4 weeks

Standards:

PA FCS State Standards

- 11.1.9-12.A Predict factors that affect food safety and security from production through consumption.
- 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

National FCS State Standards

- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.
- 8.2.5 Practice standard personal hygiene and wellness procedures.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

Know:

- Washing and sanitizing procedures for equipment.
- Hand tools and smallwares used in making various breakfast foods.
- Different preparation methods for eggs.
- Various breakfast meats.
- Different breakfast batters.
- Cooking ratios for breakfast cereals.

Understanding/Key Learning:

- Different methods used to prepare eggs and how each method affects texture, flavor, and doneness.
- How to properly prepare a variety of breakfast meats while maintaining food safety and quality standards.
- How different breakfast batters are mixed, portioned, and cooked to achieve consistent results.
- The importance of correct cooking ratios when preparing hot breakfast cereals for proper texture and

consistency.
- How to apply appropriate cooking techniques when preparing eggs to meet industry-standard expectations.
- Proper methods for preparing breakfast potatoes to achieve desired doneness, flavor, and presentation.
- How timing, temperature control, and sequencing impact the simultaneous preparation of multiple breakfast items.
- Apply safe handling and professional cooking techniques across all breakfast food categories to ensure food quality and safety.

Do:

- Operate, clean, and sanitize small equipment.
- Pass safety tests for all small, large, and handheld kitchen equipment, including knives.
- Identify and use hand tools and smallwares.
- Prepare food following standardized recipes within industry time limits.
- Prepare eggs.
- Prepare breakfast potatoes.
- Prepare breakfast meats.
- Prepare breakfast batters.
- Prepare hot breakfast cereals.

Unit Essential Questions:

- How do time, temperature, and cooking method influence the safety, quality, and consistency of breakfast foods during preparation, holding, and service?
- How do proper cooking techniques ensure that breakfast meats, eggs, cereals, and batter-based products meet industry standards for quality and doneness?
- How can understanding ingredient properties and cooking principles help create safe, high-quality, and well-balanced breakfast meals?

Lesson Essential Questions:

- How do different egg preparation methods (such as scrambled, fried, poached, and boiled) impact texture, flavor, and presentation?
- How do cooking techniques and temperatures affect the quality and safety of breakfast meats?
- What factors influence the proper doneness and flavor development of breakfast meats such as bacon, sausage, and ham?
- How do ingredient ratios in breakfast batters affect the texture, rise, and final product quality?
- Why is consistency in measuring and mixing batters important in a professional kitchen?
- How do correct cooking ratios influence the texture and quality of hot breakfast cereals like oatmeal or grits?
- What techniques ensure breakfast potatoes are cooked evenly and achieve the desired crispness and flavor?
- How does timing and multitasking affect the ability to prepare a complete breakfast service efficiently?
- How do safe handling practices and proper cooking methods work together to ensure high-quality breakfast foods?

Materials/Resources:

On Cooking Textbook
Introduction to Culinary Arts Textbook
Projector and unit presentations
Lab space and recipes

Vocabulary:

Coagulation
Scrambled
Sunny-side up
Over-easy
Poach
Omelet
Curd

Par-cook
Blanch
Hash browns
Home fries
Saute
Render
Curing

Pour batter
Drop batter
Simmer
Polenta
Grits
Oatmeal
Hydration

Assessments:

Labs
Formative assessment
Final Breakfast evaluation

Central York School District

Culinary Arts 1 CTE

Grade Level: 11-12 grade

Unit 6: Food Industry Careers

Time: 1 week

Standards:

PA FCS State Standards

- 11.1.9-12.J Analyze career paths within food services, sciences, services, and nutrition industries.

National FCS State Standards

- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
- 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
- 10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers.
- 10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.

Know:

- Various career options within the food service industry.

Understanding/Key Learning:

- The food service industry offers a wide range of career options that include entry-level positions, skilled culinary roles, and management-level careers.
- Career pathways in food service are often interconnected, allowing individuals to start in entry-level roles and advance through experience, education, and training.
- Different sectors of the food service industry (such as restaurants, hotels, institutional food service, and catering) provide distinct career opportunities with varying responsibilities and skill requirements.
- Career advancement in food service can be supported through formal education, certifications, apprenticeships, on-the-job training, and industry experience.
- There are multiple avenues to enter the food service industry, including culinary schools, high school CTE programs, internships, apprenticeships, and entry-level employment.
- Exploring career opportunities in food service helps individuals make informed decisions about long-term employment and advancement in the hospitality field.

Do:

- Investigate career opportunities and career pathways in the foodservice industry.
- Discuss avenues for getting into various careers in the food service industry.

Unit Essential Questions:

- What employment and entrepreneurial opportunities exist within food service, hospitality, tourism, and recreation careers, and how can individuals evaluate which paths best match their skills and interests?
- How do education, training, certifications, and hands-on experience prepare individuals for successful career pathways in food production, hospitality, tourism, and recreation industries?

Lesson Essential Questions:

- What types of career opportunities exist within the food service industry, and how do they differ across various work settings?
- What skills, education, and training are required for different careers in the food service and hospitality industry?
- How can individuals identify food service careers that align with their interests, strengths, and goals?
- What are the different ways (such as education, internships, apprenticeships, and on-the-job training) to enter careers in the food service industry?

Materials/Resources:

Introduction to Culinary Arts Textbook
Smart Futures
Projector and unit presentations

Vocabulary:

Career pathway
Food service industry
Back of house (BOH)
Front of house (FOH)
Entry-level position
Apprenticeship
Internship
Externship
Credential

Assessments:

Career project

Central York School District
American Food, Culture, and Society
Overview
Grade Level: 10-12

Course Description:
Why does the South eat cornbread and grits while New England is famous for clam chowder? How did enslaved Africans, immigrants, and Native Americans create what we call "American food"? This course looks at how different regions of America developed different foods based on geography, climate, and the people who lived there. Students explore how migration and cultural diversity shaped American cooking, and how economics decides who has access to healthy food. It will also examine how society has changed food and how food shapes society. Students will connect with York County farms, restaurants, and markets, research family food traditions, and study current issues like food insecurity.

Course Big Ideas:
- Food is a cultural document — what Americans eat reflects who they are, where they came from, and what they value.
- The American food system didn't happen by accident; it was shaped by immigration, war, technology, and power.
- Access to food has never been equal, and those inequalities map onto race, class, and geography.
- Food is a site of both assimilation and resistance — people use it to fit in and to hold on.
- What we eat today is the product of centuries of negotiation between tradition and change.

Course Essential Questions:
- What does food tell us about American identity?
- Whose food gets called "American," and who decides?
- How have historical forces — immigration, industrialization, war — shaped what ends up on our plates?
- Who benefits from the way food is produced and distributed in America, and who pays the price?
- What do our food choices say about the future we want?

Course Competencies:
- Analyze food as a primary source — reading dishes, menus, and food traditions as cultural and historical evidence.
- Trace cause-and-effect relationships between historical events and shifts in American food culture.
- Identify and evaluate multiple perspectives on food, including those of producers, consumers, immigrants, and policymakers.
- Construct evidence-based arguments about the social, economic, and cultural dimensions of food in America.
- Connect historical patterns to present-day food issues and propose informed responses.

Course Assessments:
- Project-Based Assessments – Students will undertake projects that require researching, contextualizing, and presenting on current events.
- Media Literacy Exercises – Analysis of different media sources and formats to identify reliability, perspective, and potential biases.
- Writing Prompts & Discussion Forums – Reflective writing and discussions to analyze how context influences news interpretation.
- Performance-Based Assessments – Students will participate in debates, presentations, and collaborative activities that assess their ability to evaluate and communicate about current events.
- Stimulus-Based Assessments – Engaging with various media and primary sources to assess understanding and critical thinking around real-world issues.

Central York School District
American Food, Culture, & Society
Grade Level: 10-12
Unit 1: How America Learned to Eat
Time: 13 Days

Standards:

Pennsylvania Social Studies Standards - History

- PA History 8.1.12.A — Evaluate chronological thinking: sequential order of historical narrative; continuity and change; context for events.
- PA History 8.1.12.B — Synthesize and evaluate historical sources: literal meaning of passages; data in maps, graphs, and tables; different historical perspectives.
- PA History 8.3.12.A — Evaluate the political and cultural contributions of individuals and groups to United States history.
- PA History 8.3.12.D — Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- PA Geography 7.3.12.A — Analyze the human characteristics of places and regions using geographic tools.
- PA Economics 6.4.12.A — Evaluate the impact of international trade on the U.S. economy.
- PA Reading in History CC.8.5.11-12.A — Cite specific textual evidence to support analysis of primary and secondary sources.
- PA Writing in History CC.8.6.11-12.A — Write arguments focused on discipline-specific content.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- C3 Framework D2.His.1.9-12 — Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Know:

- The Three Sisters: corn, beans, and squash — the foundation of agriculture for many Native American peoples before European contact.
- The Columbian Exchange (beginning 1492): the transfer of plants, animals, and diseases between the Eastern and Western Hemispheres.
- Key foods that moved east to west: wheat, sugar cane, cattle, pigs, chickens, coffee.
- Key foods that moved west to east: corn (maize), potatoes, tomatoes, cacao, squash, tobacco.
- Three distinct colonial food regions: New England (cod, baked beans, corn porridge), Mid-Atlantic (wheat, diverse immigrant foodways), Southern colonies (rice, pork, corn).
- The role of enslaved West Africans in colonial food production: rice cultivation techniques, okra, black-eyed peas, cooking methods (deep frying, one-pot stews).
- Key figures and sources: John Smith's accounts of Native food; Thomas Hariot's A Briefe and True Report; colonial plantation records.
- Definition of "foodways": the cultural, social, and economic practices related to the production and consumption of food.

Understanding/Key Learning:

- Food systems reflect the power relationships, geography, and cultural values of the societies that create them.
- The exchange of food between cultures reshapes everyone involved — and that the consequences of exchange are unequally distributed depending on who holds power.
- The origins of a food tradition are often more complex and contested than the stories commonly told about them.

Do:

- Analyze primary sources (maps, journal entries, plantation records) to identify what they reveal about food, power, and daily life in a specific time and place.
- Compare and contrast the foodways of at least two colonial regions, identifying how geography, labor systems, and culture shaped what people ate.
- Construct a written argument, supported by evidence, explaining how a specific food exchange reshaped a food tradition that persists today.
- Evaluate the perspectives present and absent in a historical source about colonial-era food.
- Create an annotated map or visual timeline tracing the movement of at least three foods between hemispheres.

Unit Essential Questions:

- Where did American food actually begin, and whose traditions does it reflect?
- How did the collision of cultures in the Americas create a food system that still shapes what we eat today?

Lesson Essential Questions:

- What did the land provide before Europeans arrived, and how did Native peoples manage it?
- Was the Columbian Exchange a fair trade? For whom?
- How did geography determine what colonial Americans ate — and does it still?
- How did enslaved people shape Southern food, and why is that contribution often overlooked?

Materials/Resources:

- Jennifer Jensen Wallach, How America Eats: A Social History of U.S. Food and Culture (Chapters 1–2)
- Alfred W. Crosby, The Columbian Exchange: Biological and Cultural Consequences of 1492 (selected chapters)
- Michael Twitty, The Cooking Gene: A Journey Through African American Culinary History (excerpts)
- Charles C. Mann, 1491: New Revelations of the Americas Before Columbus (excerpts on agriculture)
- Mark Kurlansky, The Food of a Younger Land (WPA food writing excerpts)
- Smithsonian National Museum of the American Indian — online resources on Native foodways
- Primary sources: John Smith's writings, Thomas Hariot's A Briefe and True Report of the New Found Land of Virginia
- PBS documentary clips: The Columbian Exchange segment from When Worlds Collide

Vocabulary:

Foodways	Three Sisters	Columbian Exchange	Maize
Subsistence agriculture	Cash crop	Plantation system	Johnnycake
Pemmican	Indigenous	Crop rotation	Hominy
Staple crop	Cassava	Domestication	Cultural exchange

Assessments:

- Summative Assessment Option
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District
American Food, Culture, and Society
Grade Level: 10-12
Unit 2: The Food that Built America
Time: 13 Days

Standards:

Pennsylvania Social Studies Standards - History

- PA History 8.1.12.A — Evaluate chronological thinking: continuity and change; context for events.
- PA History 8.1.12.B — Synthesize and evaluate historical sources: different historical perspectives; data presented in various media.
- PA History 8.3.12.A — Evaluate the political and cultural contributions of individuals and groups to U.S. history.
- PA History 8.3.12.B — Evaluate primary documents, material artifacts, and historic sites important in U.S. history.
- PA Economics 6.2.12.A — Evaluate the effect of supply and demand on price and quantity.
- PA Economics 6.2.12.D — Evaluate the impact of government involvement in the market.
- PA Reading in History CC.8.5.11-12.C — Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- PA Writing in History CC.8.6.11-12.B — Write informative/explanatory texts about historical topics using relevant, well-chosen evidence.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- C3 Framework D2.His.5.9-12 — Analyze how historical contexts shaped and continue to shape people's perspectives.

Know:

- Corn's trajectory: Indigenous staple → colonial johnnycake → 19th-century industrial milling → 20th-century processed corn products (corn syrup, cornstarch, animal feed).
- Sylvester Graham (1830s): minister and dietary reformer who advocated whole-grain flour and plain food as moral hygiene.
- John Harvey Kellogg (1890s–1900s): Seventh-day Adventist physician at Battle Creek Sanitarium who invented corn flakes; his brother W.K. Kellogg founded the cereal company.
- The Chicago stockyards and the meatpacking industry (late 1800s): centralized slaughter, refrigerated rail cars, and the emergence of beef as the dominant American protein.
- The hamburger: origins in German immigrant street food (late 1800s); popularized at the 1904 St. Louis World's Fair; later standardized by White Castle (1921) and McDonald's (1940s).
- Upton Sinclair's The Jungle (1906): muckraking novel about the meatpacking industry; led directly to the Pure Food and Drug Act and the Meat Inspection Act of 1906.
- Major immigrant food contributions: German (hot dogs, lager beer, hamburgers), Italian (pizza, pasta), Chinese (chop suey, adaptations for American palates), Eastern European (bagels, deli culture), Latin American (tacos, tamales, chili).
- Pizza as a case study: Neapolitan street food → Italian-American neighborhoods (late 1800s) → post-WWII national popularity (soldiers returned from Italy) → Domino's and Pizza Hut (1960s–70s).

Understanding/Key Learning:

- Specific foods become identified with a nation or culture through a process shaped by immigration, industrialization, marketing, and cultural negotiation — not by accident.
- When food crosses cultural boundaries, it is transformed by both the people who brought it and the society that received it, and that this process involves both appreciation and erasure.

• Economic incentives and government policy shape what a society produces, eats, and values — often in ways people don't see.
Do:
• Trace the transformation of a single food (corn, wheat, beef, or an immigrant food) across at least three historical turning points, identifying causes and consequences at each stage. • Analyze excerpts from The Jungle to evaluate Sinclair's purpose, audience, and impact on food policy, and compare his findings to a modern food safety controversy. • Research and present a "food biography" of one immigrant food, tracing its journey from country of origin through its transformation in America, using at least three sources (one primary). • Write an evidence-based argument evaluating whether a specific food's Americanization represents appreciation, appropriation, or something more complicated. • Interpret historical advertisements (cereal, meatpacking, immigrant restaurants) to identify persuasive techniques and the cultural assumptions behind them.

Unit Essential Questions:

- How did specific foods become "American," and what does that process tell us about who we are?
- Who decides which immigrant foods get embraced and which get rejected?

Lesson Essential Questions:

- How did corn go from sacred crop to industrial commodity — and what was gained and lost?
- Why did religious reformers care so much about breakfast?
- What does the meatpacking industry reveal about the real cost of cheap food?
- How did pizza go from Neapolitan street food to the most popular food in America?
- Is there a difference between a food becoming "American" and a food being taken from another culture?

Materials/Resources:

- Jennifer Jensen Wallach, How America Eats (Chapters 3–5)
- Upton Sinclair, The Jungle (selected chapters, especially Chapters 3, 9, 14)
- Donna Gabaccia, We Are What We Eat: Ethnic Food and the Making of Americans (selected chapters)
- Andrew Coe, Chop Suey: A Cultural History of Chinese Food in the United States (excerpts)
- Dan Jurafsky, The Language of Food: A Linguist Reads the Menu (selected chapters)
- Documentary: The Foods That Built America (History Channel, selected episodes)
- Primary sources: Kellogg's original advertisements, early 20th-century immigration cartoons, NYC health department records

Vocabulary:

Meatpacking	Stockyard	Pure Food and Drug Act	Muckraker
Industrialization	Assimilation	Americanization	Processed food
Commodity crop	Supply chain	Cultural appropriation	Street food
Mass production	Food safety regulation	Ethnic enclave	Market demand

Assessments:

- Summative Assessment Option
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District
American Food, Culture, and Society
Grade Level: 10-12
Unit 3: The Industrial Kitchen
Time: 13 Days

Standards:

Pennsylvania Social Studies Standards

- PA History 8.1.12.A — Evaluate chronological thinking: continuity and change; context for events.
- PA History 8.3.12.C — Evaluate how continuity and change have impacted the United States.
- PA History 8.3.12.D — Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- PA Economics 6.1.12.A — Evaluate the strengths and weaknesses of traditional, command, and market economies.
- PA Economics 6.2.12.C — Evaluate the costs and benefits of government economic policies.
- PA Geography 7.4.12.B — Analyze how local and regional processes can have global effects (e.g., crop production, resource distribution).
- PA Reading in History CC.8.5.11-12.F — Evaluate authors' differing points of view on the same historical event or issue.
- PA Writing in History CC.8.6.11-12.H — Draw evidence from informational texts to support analysis, reflection, and research.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- C3 Framework D2.Eco.1.9-12 — Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Know:

- Key technologies and dates: Nicolas Appert's canning process (1809); mechanical refrigeration (1870s–80s); pasteurization (Louis Pasteur, 1864; widely adopted in the U.S. by 1920s); refrigerated rail cars (Gustavus Swift, 1870s).
- World War I and II food innovations: canned goods for troops, dehydrated meals, SPAM (Hormel, 1937; staple of WWII military rations), K-rations, victory gardens, civilian rationing programs.
- Major American food brands and their founding contexts: Heinz (1869), Campbell's (1869), Kraft (1903), Swanson TV dinner (1954).
- The McDonald brothers' "Speedee Service System" (1948): assembly-line food production. Ray Kroc's franchising model (1955). The Federal-Aid Highway Act (1956) and its role in enabling drive-through culture.
- Postwar suburban growth (Levittown, 1947–): the link between car culture, suburban living, and the standardization of American meals.
- Laura Shapiro's concept of "Perfection Salad": how early 20th-century domestic science reformers tried to make cooking "scientific" and industrialize the home kitchen.

Understanding/Key Learning:

- Technological innovation changes not only what people eat but how they think about food — transforming it from something grown and prepared to something purchased and consumed.
- War, government policy, and economic incentives are among the most powerful forces shaping a society's food system, often in ways that persist long after the original conditions have changed.
- The benefits and costs of systemic change are rarely distributed equally — what makes food cheaper or more convenient for some may create new problems for others.

Do:
• Construct a cause-and-effect diagram tracing how one technological innovation (canning, refrigeration, or the interstate highway) changed American eating patterns. • Analyze wartime primary sources (propaganda posters, ration books, government pamphlets) to evaluate the government's use of food as a tool of citizen management. • Compare a 1950s convenience food advertisement with a modern meal kit advertisement, identifying continuities and changes in how convenience is sold to Americans. • Write a research-based analytical essay/response evaluating whether the industrialization of food made America's diet better or worse, defining terms and defending a position with evidence.

Unit Essential Questions:

- What happened to American food when industry took over, and was it progress?
- How did war, technology, and profit reshape the American meal?

Lesson Essential Questions:

- How did canning and refrigeration change not just what we eat, but who controls our food?
- Why did the U.S. government become so involved in what Americans eat during wartime — and did it ever really stop?
- How did brands replace recipes in the American kitchen?
- Was fast food an invention or an inevitability?
- What did America lose when it stopped cooking from scratch?

Materials/Resources:

- Jennifer Jensen Wallach, How America Eats (Chapters 6–8)
- Eric Schlosser, *Fast Food Nation: The Dark Side of the All-American Meal* (selected chapters)
- Harvey Levenstein, *Paradox of Plenty: A Social History of Eating in Modern America* (excerpts)
- Laura Shapiro, *Perfection Salad: Women and Cooking at the Turn of the Century* (excerpts)
- Mark Kurlansky, *The Food of a Younger Land* (WPA-era food writing)
- Documentary clips: *Super Size Me* (selected scenes), *The Founder* (2016 film on McDonald's)
- Primary sources: WWII rationing posters, 1950s food advertisements, Swanson TV dinner marketing, McDonald's franchise training manuals

Vocabulary:

Canning	Pasteurization	Refrigerated rail car	Rationing
Convenience food	TV dinner	Franchise	Fast food
Standardization	Suburbanization	Interstate Highway System	Brand loyalty
Processed food	Food science	Mass marketing	Vertical integration

Assessments:

- Summative Assessment Option
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District
American Food, Culture, and Society
Grade Level: 10-12
Unit 4: Food and American Identity
Time: 12 Days

Standards:

Pennsylvania Social Studies Standards

- PA History 8.1.12.B — Synthesize and evaluate historical sources: different historical perspectives.
- PA History 8.3.12.A — Evaluate the political and cultural contributions of individuals and groups to U.S. history.
- PA Civics 5.1.12.F — Evaluate the role of nationalism in uniting and dividing citizens.
- PA Economics 6.2.12.E — Analyze the characteristics of effective economic decision making at the individual and government levels.
- PA Reading in History CC.8.5.11-12.H — Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- PA Writing in History CC.8.6.11-12.A — Write arguments focused on discipline-specific content, introducing precise and knowledgeable claims.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- C3 Framework D2.His.4.9-12 — Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- C3 Framework D2.His.14.9-12 — Analyze multiple and complex causes and effects of events in the past.

Know:

- Major regional food traditions and their geographic roots: Southern BBQ (Carolina vinegar-based, Texas beef, Memphis dry rub, Kansas City sweet); New England clam chowder; Cajun and Creole cooking (Louisiana); Tex-Mex (Texas-Mexico border region).
- Soul food: origins in the foodways of enslaved African Americans; staple ingredients (collard greens, black-eyed peas, cornbread, fried chicken, chitterlings); the term "soul food" emerged during the Black Power movement of the 1960s.
- Key figures: Edna Lewis (chef and author who documented Southern farming foodways), Adrian Miller (soul food historian), Gustavo Arellano (Tex-Mex and taco journalism).
- Timeline of U.S. dietary advice: Sylvester Graham (1830s) → Wilbur Atwater's calorie science (1890s) → USDA "Basic Four" (1956) → Food Pyramid (1992) → MyPlate (2011).
- Food industry marketing practices: engineered combinations of salt, sugar, and fat; "bliss point" research; targeted advertising by age, race, and income; portion size inflation since the 1970s.
- The concept of "food as cultural capital": how what you eat (or refuse to eat) signals identity, class, region, and values.

Understanding/Key Learning:

- Food is a primary marker of identity — what people eat, how they eat, and what they refuse to eat reveals as much about a community as its language, religion, or politics.
- The concept of what is "healthy," "authentic," or "proper" to eat is shaped by cultural values, economic interests, and power — not by science alone.
- Industries and institutions actively shape consumer behavior, and that recognizing this influence is a form of critical literacy.

Do:

- Research and present on one regional food tradition, explaining its historical development, its meaning to practitioners, and how it has been represented to outsiders.
- Analyze at least two versions of U.S. government dietary advice (e.g., 1992 Food Pyramid vs. MyPlate), evaluating what changed, why, and whose interests each version served.
- Evaluate a set of food advertisements from different eras, identifying persuasive techniques and the cultural assumptions embedded in each.
- Write an argumentative essay defending a position on the question: "Does the food you eat define who you are?" using at least two historical or cultural examples.
- Conduct and write up a mini-ethnography: interview a family or community member about a food tradition and connect the personal account to broader themes from the unit.

Unit Essential Questions:

- What does food say about who we are as Americans — and who gets to decide?
- How do culture, marketing, and science compete to control what Americans eat?

Lesson Essential Questions:

- Why do people fight about BBQ? What's really at stake in food pride?
- How did soul food become both a source of pride and a point of debate within Black communities?
- Who decided what the "American diet" should look like, and why has the answer kept changing?
- How do food companies engineer cravings — and is that different from other kinds of persuasion?
- Can food be "authentic"? Who decides?

Materials/Resources:

- Michael Twitty, *The Cooking Gene* (chapters on soul food, identity, and Southern cooking)
- Michael Moss, *Salt Sugar Fat: How the Food Giants Hooked Us* (selected chapters)
- Marion Nestle, *Food Politics: How the Food Industry Influences Nutrition and Health* (excerpts)
- Gustavo Arellano, *Taco USA: How Mexican Food Conquered America* (selected chapters)
- Adrian Miller, *Soul Food: The Surprising Story of an American Cuisine* (excerpts)
- Dan Jurafsky, *The Language of Food* (chapter on menus, marketing, and class)
- Documentary clips: *Salt Fat Acid Heat* (Netflix), *Ugly Delicious* (episodes on BBQ or pizza)
- Primary sources: USDA food pyramids (1992–present), vintage food ads, restaurant menus from different eras

Vocabulary:

Regional foodways	Soul food	Authenticity	Fusion cuisine
Food Pyramid	Dietary guidelines	Nutritionism	Bliss point
Brand marketing	Target demographic	Cultural capital	Comfort food
Food identity	Tradition	Nostalgia	Food media

Assessments:

- Summative Assessment Option
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District
American Food, Culture, and Society
Grade Level: 10-12
Unit: The Food System and Who Serves It
Time: - 12 Days

Standards:

Pennsylvania Social Studies Standards - History

- PA History 8.1.12.B — Synthesize and evaluate historical sources: data in historical and contemporary maps, graphs, and tables.
- PA History 8.3.12.D — Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- PA Geography 7.3.12.A — Analyze the human characteristics of places and regions using geographic tools.
- PA Geography 7.4.12.B — Analyze how resource distribution and utilization create global patterns and effects.
- PA Economics 6.2.12.D — Evaluate the impact of government involvement in the market.
- PA Economics 6.4.12.D — Evaluate the impact of multinational corporations and other organizations on the international economy.
- PA Civics 5.2.12.A — Evaluate citizens' rights and responsibilities in the policymaking process.
- PA Reading in History CC.8.5.11-12.B — Evaluate an author's premises, claims, and evidence.
- PA Writing in History CC.8.6.11-12.E — Use technology, including the Internet, to produce, publish, and update writing products.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- C3 Framework D2.Geo.6.9-12 — Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- C3 Framework D4.7.9-12 — Assess options for individual and collective action to address local, regional, and global problems.

Know:

- Definition of food desert.
- Definition of food swamp.
- Current U.S. food insecurity data.
- Industrial agriculture basics.
- Key labor figures and movements: Cesar Chavez and the United Farm Workers (founded 1962); the Delano grape strike and boycott (1965–70); the Coalition of Immokalee Workers (founded 1993, Fair Food Program).
- Who works in the American food system: farmworkers (largely immigrant labor), meatpacking workers, restaurant workers, delivery workers — and their typical wages, injury rates, and legal protections.
- The USDA Food Access Research Atlas: a publicly available mapping tool showing food access by census tract.

Understanding/Key Learning:

- Access to food is shaped by policy decisions, economic structures, and historical patterns of inequality — not simply by individual choices or market forces.
- The true cost of food includes consequences (environmental, health-related, labor-related) that are not reflected in its price, and that these hidden costs are borne disproportionately by vulnerable populations.
- Systems produce outcomes that reflect the priorities of those who designed them — and that changing outcomes requires understanding and challenging those underlying structures.

Do:

- Use the USDA Food Access Research Atlas to analyze food access in a specific community.
- Research elements of industrial agriculture (CAFOs, corn subsidies, pesticide use) and analyze who gains and who loses.
- Analyze primary sources from food labor movements (Cesar Chavez speeches, farmworker testimonies, meatpacking worker accounts) to evaluate what they reveal about power in the food system.
- Identify specific food system problems, explaining its causes, and proposing one realistic change supported by evidence from at least three sources.

Unit Essential Questions:

- Who does the American food system actually serve — and who pays the hidden costs?
- What would a more just food system look like, and what stands in the way?

Lesson Essential Questions:

- Why can't some Americans access fresh food — and is that a market failure or a policy choice?
- What are the real costs of a $1 hamburger?
- Who grows and picks the food Americans eat, and what are their working conditions?
- How do agricultural subsidies shape what ends up on American plates?
- Is it possible to feed 330 million people without industrial agriculture?

Materials/Resources:

- Eric Schlosser, Fast Food Nation (chapters on meatpacking labor, agricultural economics)
- Michael Pollan, The Omnivore's Dilemma (chapters on industrial corn and the feedlot)
- Tracie McMillan, The American Way of Eating: Undercover at Walmart, Applebee's, and a California Farm (excerpts)
- USDA Food Access Research Atlas (online mapping tool)
- Feeding America annual reports and data (online)
- Documentary clips: Food Inc. (2008), Wasted! The Story of Food Waste (2017)

Vocabulary:

Food desert	Food swamp	Food insecurity	Food sovereignty
CAFO	Monoculture	Agricultural subsidy	Farm Bill
Food access	Environmental justice	Farmworker	Meatpacking
Supply chain	Externality	Living wage	Food policy

Assessments:

- Summative Assessment Option
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District

American Food, Culture, and Society

Grade Level: 10-12

Unit: What Comes Next

Time: 13 Days

Standards:

Pennsylvania Social Studies Standards - History

- PA History 8.1.12.A — Evaluate chronological thinking: continuity and change; context for events.
- PA History 8.1.12.C — Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- PA Civics 5.2.12.A — Evaluate citizens' rights and responsibilities in the policymaking process.
- PA Economics 6.1.12.C — Assess the strength of the national economy and compare it to another time period based on economic indicators.
- PA Geography 7.4.12.B — Analyze sustainability of resources.
- PA Reading in History CC.8.5.11-12.A — Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights to broader understanding.
- PA Writing in History CC.8.6.11-12.C — Produce clear and coherent writing appropriate to task, purpose, and audience.
- PA Writing in History CC.8.6.11-12.I — Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- C3 Framework D4.6.9-12 — Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems.
- C3 Framework D4.7.9-12 — Assess options for individual and collective action to address local, regional, and global problems.
- C3 Framework D4.8.9-12 — Apply a range of deliberative and democratic strategies and procedures to make decisions and take action.

Know:

- Major contemporary food movements and their key claims: organic (USDA certified since 2002); local/farm-to-table; slow food (founded in Italy, 1986; U.S. chapter 2000); veganism and plant-based eating; food justice and food sovereignty.
- The distinction between food justice and food charity: food charity provides meals (food banks, soup kitchens); food justice addresses the structural causes of hunger and advocates for community control over food systems.
- Emerging food technologies: cultivated (lab-grown) meat (first public tasting 2013); vertical farming; CRISPR gene editing in crops; ultra-processed food science; AI and precision agriculture.
- Key figures: Leah Penniman (Soul Fire Farm, food justice); Will Allen (Growing Power, urban farming); Michael Pollan (food movement writing); Pat Brown (Impossible Foods founder).
- Global food projections: the United Nations estimates a world population of approximately 9.7 billion by 2050; the FAO estimates food production must increase by roughly 60% to meet demand, constrained by water, arable land, climate change, and energy.
- The concept of "food apartheid" (term used by food justice advocates to describe racially segregated access to quality food, as distinct from the more passive term "food desert").

Understanding/Key Learning:
• Movements for change reflect the values, economic positions, and cultural assumptions of the people who create them — and that no single movement serves everyone equally. • Technology can solve production and efficiency problems but cannot, on its own, solve problems rooted in power, distribution, and justice. • The ability to analyze a system's history, identify its stakeholders, and evaluate competing proposals is the foundation for meaningful participation in shaping that system's future.
Do:
• Research and evaluate contemporary food movements, identifying who they serve, who they exclude, and what the strengths and blind spots are. • Investigate one emerging food technology and assess its potential benefits, risks, and unintended consequences; present findings with a recommendation. • Select one food or meal and analyze it through every lens the course has built (history, culture, identity, industry, access, labor, future).

Unit Essential Questions:

- Where is American food headed — and who gets to shape that future?
- What can history teach us about building a better food system?

Lesson Essential Questions:

- Who benefits from the "organic" and "local" food movements — and who is left out?
- Can technology solve America's food problems, or will it create new ones?
- What's the difference between food charity and food justice?
- What does it take to feed 10 billion people — and who decides how?
- If you could change one thing about the American food system, what would it be and why?

Materials/Resources:

- Michael Pollan, In Defense of Food: An Eater's Manifesto (selected readings)
- Mark Bittman, Animal, Vegetable, Junk: A History of Food, from Sustainable to Suicidal (final chapters)
- Current journalism: recent reporting from The New York Times Food section, The Counter, Civil Eats, and Eater
- USDA and FAO reports on food security and 2050 projections (online)
- Documentary clips: Kiss the Ground (2020), Gather (2020, Indigenous food sovereignty)
- TED Talks on lab-grown meat, food justice, vertical farming

Vocabulary:

Organic	Farm-to-table	Food justice	Food sovereignty
Plant-based	Cultivated meat	Vertical farming	CRISPR
Ultra-processed food	Sustainability	Carbon footprint	Food waste
Food charity	Food policy council	Regenerative agriculture	Food apartheid

Assessments:

- Summative Assessment Option
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District
CHS Western Civilization 2
Overview
Grade Level: 11th and 12th Grade

Course Description: This is an introductory course in modern history. The course is suitable for beginning history students or students who wish to complete the course as part of a "general education" requirement for college. Students will likely have completed multiple high school history courses before beginning this course. The purposes of the course are student exposure to content, development of thinking skills, and identification of major themes and concepts related to history.

Course Big Ideas:

- What are the elements of historical significance?
- How have major continuities and changes over time shaped the course of modern history?
- To what extent does modern history represent a departure from premodern history?

Course Essential Questions:

- To what extent were actions by groups consistent with major intellectual movements?
- How did politics, industry, imperialism, and other historical developments lead to the emergence of modern nations?
- How have historical turning points affected the international order in Europe and globally, in the modern world?

Course Competencies:

- Contextualization
- Perspective Analysis
- Interpretation
- Reasoning
- Synthesis

Course Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District

CHS Western Civilization 2 (University of Pittsburgh)

Grade Level: 11th and 12th Grade

Unit 1: Reformation and the Reordering of Europe

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C: Evaluate how continuity and change have impacted the world today.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organization

Know:

- Technological advancements led to European exploration of the Western Hemisphere and the Protestant Reformation.
- Changes in thinking and new experiences that challenged traditional sources of political and religious power.
- The philosophies and practices of England as a Constitutional Monarchy and France as an Absolute Monarchy in the 17th century.
- How the Atlantic System led to fundamental changes in the economies of Europe and the world.
- The reordering of Europe as a result of the French Revolution and Napoleonic Wars

Understanding/Key Learning:

- Powerful dynastic families ruled large portions of the European continent before and after nation-states were established.
- The Wars of Religion resulted from drastic changes in the ways in which people thought about power, authority, and government.
- The Enlightenment challenged traditional structures of power, and eventually fueled revolutions in Europe and across the world.
- Social inequality and economic distress led citizens in France to radically change its government by force. This was a major step toward modern democracy and totalitarianism.

Do:

- Summarize and paraphrase perspectives of individuals and groups related to European exploration and the Protestant Reformation. *(Interpretation)*
- Explain how the Enlightenment influenced the Age of Revolutions. *(Reasoning)*
- Identify the issues associated with maintaining the status quo or implementing change. *(Context)*

- Discuss the advantages and disadvantages of various social, religious, and governmental structures. *(Reasoning)*
- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. *(Synthesis)*

Unit Essential Questions:

- How did European exploration impact Europe and the people with whom Europeans came in contact?
- How did the Protestant Reformation affect European life and society?
- How did wars over religion challenge traditional church power and lead to stronger states?
- How did advances in science challenge religious authority and lead to new ways of thinking about human nature?
- What effects did the Atlantic System have on Europe, European colonies, and Africa?
- What basic ideas united Enlightenment thinkers?
- What factors and events led to the French Revolution?

Lesson Essential Questions:

- How did the printing press and Martin Luther's actions begin the Protestant Reformation?
- How did the Thirty Years' War lead to a shift in Europe's balance of power?
- What limits existed on the power of absolute rulers?
- What events led England to adopt a constitutional government?
- How did the rise of slavery and plantations change European politics and society?
- How did the Enlightenment affect various European governments in the second half of the 18th century?
- How was the French Revolution related to the Enlightenment?
- Why did the French Revolution become more radical after the storming of the Bastille in 1789?
- How was the French Revolution related to the Enlightenment?
- In what ways did Napoleon Bonaparte continue and depart from the French Revolution?
- To what extent did the Congress of Vienna restore Europe to the old order?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

- Christopher Columbus
- Martin Luther
- Protestant Reformation
- Henry VIII
- Peace of Augsburg
- Scientific method
- Thirty Years' War
- Absolutism
- Louis XIV
- constitutionalism
- John Locke
- Glorious Revolution
- social contract
- mercantilism
- Atlantic System
- plantation
- Peter the Great
- Enlightenment
- philosophes
- Seven Years' War
- French Revolution
- Declaration of the Rights of Man and Citizen
- Maximilien Robespierre
- The Terror
- Napoleon Bonaparte
- Congress of Vienna

Assessments:

- Thinking Skills-Based Assessments

- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District

CHS Western Civilization 2 (University of Pittsburgh)

Grade Level: 11th and 12th Grade

Unit 2: Modernization and Its Impacts

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C: Evaluate how continuity and change have impacted the world today.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organization

Know:

- Industrialization resulted in many benefits for Europe and the world.
- Industrialization resulted in many challenges for Europe and the world.
- Reasons why anarchy and Marxism appealed to many workers in the Industrial Age.
- How modern warfare, including the Crimean War and fights for Italian and German unification, shaped modern Europe.

Understanding/Key Learning:

- Industrialization and capitalism made mass-produced goods widely available in Europe and the rest of the world. Many capitalists created vast wealth for themselves and stockholders.
- Industrialization and capitalism resulted in unfavorable conditions for Europe's working class.
- The nation-states of Italy and Germany formed when smaller regions unified following military success. These young nations hastened to participate in industrialization and imperialism.
- Changes in European conceptions of the mind, family structure, domestic politics, and the international order led to widespread unrest in late 19th-century Europe.

Do:

- Summarize and paraphrase several factors associated with "modern" history. *(Interpretation)*
- Explain how industrialization, imperialism, and politics contributed to the emergence of modern Europe. *(Reasoning)*
- Identify the factors that caused tension in late 19th and early 20th-century Europe. *(Context)*
- Discuss the advantages and disadvantages of industrialization, urbanization, and imperialism for various groups and individuals. *(Reasoning)*

- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. *(Synthesis)*

Unit Essential Questions:

- Why did the Industrial Revolution begin in Great Britain?
- How did various individuals and groups attempt to deal with problems of industrialization and urbanization?
- In what ways did modern nation-states try to impose order on society?
- How did anarchism, Marxism, and communism pose challenges to Europe's social order?
- What were the goals of the new imperialism, and how did Europeans accomplish those goals?
- What major changes occurred in Western industry and business by the end of the 19th century?
- How were culture and politics connected in the late 19th and early 20th centuries?

Lesson Essential Questions:

- Why did the Revolutions of 1848 fail to change Europe in lasting and meaningful ways?
- How did the Crimean War affect Europe?
- How did Realpolitik, nationalism, and warfare combine to create the unified nations of Italy and Germany?
- How did European politics change in the late 19th century?
- How did ideas about the self and about personal life change at the beginning of the 20th century?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

Industrial Revolution	unification
urbanization	Otto von Bismarck
imperialism	Impressionism
nationalism	Alexander II
socialism	Berlin Conference
Karl Marx	Sigmund Freud
Communist Manifesto	Nicholas II
Realpolitik	Triple Alliance
nation-state	Triple Entente
	Franz Ferdinand

Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District

CHS Western Civilization 2 (University of Pittsburgh)

Grade Level: 11th and 12th Grade

Unit 3: Conflict in the 20th Century

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C: Evaluate how continuity and change have impacted the world today.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organization

Know:

- Features of World War I that made it a total war.
- Aspects of post-WWI Europe that made it fertile ground for radical political ideologies, including fascism and Communism.
- The scope of World War II, technological advancements, and a disregard for the humanity of some people resulted in unprecedented human suffering.
- The major consequences and takeaways from World War II pertaining to physical geography, human geography, and the international order in Europe and throughout the world.

Understanding/Key Learning:

- Militarism, an entangling system of alliances, imperial rivalry, and nationalism, combined to lead Europe into World War I.
- The Russian Revolution marked a turning point in European history, witnessing the end of a centuries-old monarchy and the rise of a Communist government.
- Throughout the 1930s, the National Socialist German Workers Party (Nazi Party) consolidated power in Germany, eyed expansion in Europe, and ultimately initiated the Second World War.
- World War II was a conflict pitting the efforts of authoritarian empires to expand against opponents who sought to limit that expansion.

Do:

- Summarize and paraphrase the M.A.I.N. (militarism, alliances, imperialism, and nationalism) causes of The Great War (World War I).*(Interpretation)*
- Explain how extremist ideologies, like fascism, Communism, and nationalism, gained influence during the Interwar Years. *(Reasoning)*

- Explain how several factors and developments led to the Holocaust. *(Reasoning)*
- Identify the issues with expanding and/or containing empires on the European continent. *(Context)*
- Discuss the advantages and disadvantages inherent in waging multinational warfare across multiple theaters. *(Reasoning)*
- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. *(Synthesis)*

Unit Essential Questions:

- What major factors led to the outbreak of World War I?
- How did the Russian Revolution mark a turning point in European history?
- What were the major outcomes of the postwar peacemaking process following World War I?
- How did the atmosphere in post-World War I Europe encourage the trend toward dictatorship?
- What were the major consequences of World War II?

Lesson Essential Questions:

- In what ways was World War I a total war?
- Why did fascism appeal to many Europeans after World War I?
- How did the Great Depression affect society and politics?
- How, and where, was World War II fought?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

Total war
Central Powers
Allied Powers
Fourteen Points
Vladimir Lenin
Bolshevik Revolution
League of Nations
Mandate system
Peace of Paris
Treaty of Versailles
War guilt clause

Weimar Republic
Fascism
Adolf Hitler
Benito Mussolini
Josef Stalin
Great Depression
Spanish Civil War
Enabling Act
Nuremberg Laws
Lebensraum
Holocaust
Appeasement

Nazi-Soviet Pact
Pearl Harbor
Stalingrad
D–Day
Hiroshima
Nagasaki

Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District

CHS Western Civilization 2 (University of Pittsburgh)

Grade Level: 11th and 12th Grade

Unit 4: From the Cold War to the 21st Century

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C: Evaluate how continuity and change have impacted the world today.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organization

Know:

- Reasons why non-Communist World War II allies funded postwar European recovery.
- Factors that led people to protest against Western governments in the 1960s.
- Developments that led to the intensification and de-escalation of Cold War tensions from the 1940s to the 1980s.
- Several events in the late 1980s and early 1990s resulted in the end of the Cold War and the dissolution of the Soviet Union.
- How the relationship between the Western world and the Middle East developed in the late 20th and early 21st centuries.

Understanding/Key Learning:

- During the Cold War, Communist nations like the Soviet Union and China tried to expand Communism while non-Communist nations like the United States tried to contain Communism.
- The Cold War featured a decades-long arms race between Communist and non-Communist nations, including the proliferation of nuclear weapons.
- Many independent countries emerged in areas previously colonized by industrialized European nations in the second half of the 20th century.
- Several independent countries that were previously part of the Soviet Union emerged after its dissolution.

Do:

- Summarize and paraphrase multiple allegories for the Cold War. *(Interpretation)*
- Explain how several factors combined to create the Cold War. *(Reasoning)*
- Identify multiple events that marked turning points in the Cold War. *(Context)*
- Discuss the advantages and disadvantages of various political and economic systems. *(Reasoning)*

- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. *(Synthesis)*

Unit Essential Questions:

- Which major events marked the beginning of the Cold War?
- How did the political climate after World War II differ from that of the years following World War I?
- What were the technological and scientific advances of the 1960s-1970s, and how did they change human life and society?
- How, and why, did the balance of world power change during the 1980s?
- What were the consequences of Communist rule in Europe between 1917 and 1989?

Lesson Essential Questions:

- What were the results of decolonization?
- What were the main issues for protesters in the 1960s, and how did governments address them?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

Cold War
Marshall Plan
North Atlantic Treaty Organization (NATO)
Warsaw Pact
Nikita Kruschchev
Decolonization
United Nations
John F. Kennedy
Cuban Missile Crisis
Ostpolitik
Organization of Petroleum Exporting Countries (OPEC)
Michael Gorbachev
Glasnost
Perestroika
Solidarity
Berlin Wall
Soviet Bloc
Chernobyl
Slobodan Milosevic
European Union (EU)
Vladimir Putin
Osama bin Laden
Migration

Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning

Central York School District
Comparative Genocide
Overview
Grade Level: 11 and 12

Course Description:
This course examines genocide as a recurring and devastating phenomenon in modern and pre-modern history through a comparative, interdisciplinary lens. Students will explore the origins, definitions, and legal frameworks surrounding genocide, ethnic cleansing, and crimes against humanity, beginning with early examples of mass violence and extending through major twentieth- and twenty-first-century cases such as, but not limited to, the Holocaust, Armenia, Rwanda, and Darfur. Through the analysis of primary sources, survivor testimonies, and scholarly research, students will investigate the political, social, and cultural conditions that enable genocide, the roles of perpetrators, victims, and bystanders, and the lasting impact on societies and global justice. The course challenges students to grapple with moral and historical questions about human rights, responsibility, and the possibilities for prevention, reconciliation, and remembrance.

Course Big Ideas:
- Understanding the causes, definitions, and legal frameworks of genocide.
- Examining how identity, nationalism, colonialism, and ideology contribute to genocide.
- Analyzing the role of power, politics, and institutions in enabling mass violence.
- Studying the Holocaust and other genocides as historical case studies.
- Investigating the roles of perpetrators, bystanders, resisters, and survivors.
- Exploring the impact of genocide on gender, youth, and marginalized groups.
- Evaluating the influence of media, propaganda, and dehumanization.
- Examining memory, justice, accountability, and reconciliation after genocide.
- Assessing strategies for genocide prevention through education, awareness, and civic responsibility.
- Developing critical thinking through primary sources, survivor testimony, and historical analysis.

Course Essential Questions:
- How do societies define genocide, and why do legal definitions matter in responding to mass violence?
- How and why do beliefs about identity, race, ethnicity, religion, or nationality lead to exclusion and genocide?
- How and why do governments and political leaders use power to justify oppression and mass violence?
- How and why did modern institutions and systems make the Holocaust possible on such a large scale?
- What influences individuals to participate in, ignore, or resist genocide?
- How and why are gender, age, and the human body targeted and controlled during genocide?
- How and why does propaganda shape public opinion and contribute to the dehumanization of groups?
- How and why should societies remember genocide, pursue justice, and rebuild after mass violence?
- What responsibilities do individuals, governments, and the international community have in preventing genocide today?

Course Competencies:
- Analyze the causes, processes, and consequences of genocide by examining historical, political, social, and cultural factors across multiple case studies.
- Evaluate the roles and responsibilities of individuals, groups, and institutions in the perpetration, resistance, prevention, and remembrance of genocide.
- Interpret and assess historical evidence using primary and secondary sources, survivor testimony, and scholarly research to construct evidence-based conclusions.
- Examine how identity, ideology, propaganda, and systems of power influence human behavior and contribute to exclusion, discrimination, and mass violence.
- Apply principles of human rights, justice, and civic responsibility to evaluate efforts to prevent genocide and

promote accountability, reconciliation, and global citizenship.

Course Assessments:

- Stimulus-Based Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 1: Understanding Genocide — Concepts, Definitions, and Law
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
- 8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- Genocide and its legal definition under the United Nations Genocide Convention.
- The role of intent in distinguishing genocide from other mass atrocities.
- Differences between genocide, ethnic cleansing, crimes against humanity, and war crimes.
- The influence of politics and international relations on genocide recognition.
- Debates surrounding the definition and scope of genocide.
- Gregory Stanton's Stages of Genocide as a framework for understanding escalation.
- Genocide denial as a continuation of mass violence.
- International efforts to promote justice, accountability, and prevention.

Understanding/Key Learning:

- The creation of the word "genocide" was itself a political act — without language to name a crime, there can be no legal framework to prosecute it or moral framework to condemn it.
- The 1948 Convention was a landmark achievement in international law, but its narrow definition reflects the political compromises that shaped it as much as the moral imperatives that inspired it.
- Genocide and ethnic cleansing may overlap in practice, but their distinction in law determines whether the gravest criminal charge in international law can be applied.
- Crimes against humanity cast a wider net than genocide, but the absence of a group-destruction requirement

means perpetrators may face lesser accountability for equally devastating violence.
- War crimes law governs conduct in conflict, but its separate standard means that mass atrocity committed outside formal war, or against one's own people, requires a different legal framework entirely.
- Because genocide requires proof of specific intent to destroy a group, that single legal threshold is often the difference between conviction and acquittal for perpetrators of mass atrocity.
- The decision to call something genocide is rarely purely legal — it is shaped by the political interests of powerful states who may have more to lose from recognition than from silence.
- Stanton's stages reveal that genocide does not begin with killing — it begins with language, classification, and dehumanization, meaning that prevention must start long before violence does, and that denial after the fact extends the harm by erasing the truth survivors carry.

Do:

- Trace Raphael Lemkin's personal and historical motivations for creating legal language to describe the destruction of a people.
- Examine the key provisions of the 1948 UN Genocide Convention, including its definition, prohibited acts, and obligations of signatory nations.
- Interpret the legal meaning of "intent to destroy, in whole or in part" as the defining standard of genocide under international law.
- Compare and contrast genocide, ethnic cleansing, crimes against humanity, and war crimes using precise legal definitions.
- Analyze how the concept of *dolus specialis* (specific intent) distinguishes genocide from other mass atrocities.
- Explain why the distinction between these categories matters for prosecution, recognition, and justice.
- Analyze why states and political bodies resist applying the term genocide and identify the diplomatic, economic, and political factors that shape that resistance.
- Interpret genocide denial as a continuation of the original crime and evaluate its consequences for survivors and historical memory.

Unit Essential Questions:

- What is genocide, and how is it different from other mass atrocities like ethnic cleansing or crimes against humanity?
- How and why did the word "genocide" come to exist? What was happening in the world that made it necessary?
- What does the 1948 UN Genocide Convention say, and what are its strengths and limitations as a legal tool?
- Why is proving genocidal *intent* so difficult, and why does that difficulty matter for survivors and perpetrators alike?
- How does the way we define and label historical violence shape whether victims receive recognition, justice, or protection?

Lesson Essential Questions:

- Who has the power to name an atrocity "genocide," and what is gained or lost when that name is withheld?
- If the legal definition of genocide requires proof of *intent to destroy*, does that standard protect perpetrators more than victims?
- How did the world's failure to prevent atrocity shape the language we now use to describe it — and does that language still serve its original purpose?
- Is a crime that cannot be agreed upon, defined, or named capable of being prevented?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect

- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats
- Comparative Writings/Document

Vocabulary:

Genocide	United Nations
1948 UN Genocide Convention	Crimes Against Humanity
Recognition	Ethnic Cleansing
Justice	Intent
Prevention	Denial
Atrocity	

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 2: Ideology and Identity
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
  8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- Ancient empires used mass killing, deportation, and enslavement to expand and maintain power.
- Religious and imperial ideologies were used to justify conquest, persecution, and violence against targeted groups.
- The Crusades, Spanish Inquisition, and expulsions of Jews and Muslims demonstrate state-sponsored religious persecution.
- Religious institutions often legitimized violence against perceived outsiders and enemies.
- Pogroms and other forms of targeted violence reflected patterns of scapegoating and exclusion.
- Constructed ethnic, religious, racial, and national identities influenced who was targeted and who was protected.
- Purity ideologies defined certain groups as threats to society and justified discrimination and violence.
- Dehumanization portrayed targeted groups as inferior, dangerous, or deserving of mistreatment.
- Ideological beliefs reduced moral barriers to violence and enabled mass persecution.
- Gregory Stanton's stages of genocide as a lens for identifying early warning signs across historical cases.
- Premodern atrocity reveals that genocide is not a uniquely modern phenomenon but rather that modernity provided new tools — bureaucracy, technology, nationalism, industrial capacity — to carry out destruction at greater scale and speed.

Understanding/Key Learning:

- Ancient empires systematically used mass killing, deportation, and enslavement not as incidental byproducts of war but as intentional instruments of political domination and territorial control.
- The Crusades demonstrate how religious ideology can be organized into a framework that authorizes conquest, justifies massacre, and designates non-Christian populations as legitimate targets of violence.
- The Spanish Inquisition and the expulsions of Jews and Muslims from Spain and Portugal in the late fifteenth century reveal how states can weaponize religious uniformity, using persecution, forced conversion, and expulsion to eliminate those deemed incompatible with the social order.
- Religious institutions have repeatedly provided the ideological justification for state violence, lending moral authority to campaigns of persecution against groups defined as threats to spiritual or social order.
- Medieval pogroms against Jewish communities across Europe illustrate how scapegoating transforms an identifiable group into a target for collective violence, often in response to social crisis or political manipulation.
- Group identity — whether ethnic, religious, racial, or national — is socially constructed and those constructions have historically determined who is marked for violence and who is afforded protection.
- Ideologies of purity, in their religious, racial, ethnic, and cultural forms, have consistently functioned to cast certain groups as dangerous, inferior, or incompatible with the dominant social order, making them vulnerable to persecution.
- Dehumanization — the process of stripping a targeted group of their humanity through language, imagery, and propaganda — is not merely a symptom of mass violence but a necessary precondition that makes killing psychologically and socially possible.
- Imperial and religious ideologies have routinely framed conquest and persecution as righteous or divinely sanctioned, and that this moral reframing is a key mechanism by which ordinary people are recruited into acts of collective violence.
- Gregory Stanton's stages of genocide provide a structured framework for recognizing the warning signs of genocidal processes across different historical contexts, making it possible to identify patterns before mass killing begins.
- Premodern history contains clear examples of organized, large-scale atrocity, and while genocide is not a product of modernity, modern tools — including bureaucracy, industrial technology, nationalism, and centralized state power — have dramatically amplified its speed, scale, and lethality.

Do:

- Identify the deliberate use of mass killing, deportation, and enslavement by ancient empires as systematic tools of conquest and political control.
- Analyze the Crusades as a framework in which religious ideology was used to authorize conquest, massacre, and the targeting of non-Christian populations.
- Examine the Spanish Inquisition and the expulsions of Jews and Muslims from Spain (1492) and Portugal (1497) as case studies in state-enforced religious homogeneity through persecution, forced conversion, and expulsion.
- Evaluate the pattern by which religious institutions lent ideological legitimacy to state violence against defined out-groups.
- Interpret medieval pogroms against Jewish communities across Europe as examples of scapegoating and targeted ethnic violence.
- Analyze the role of constructed group identity — ethnic, religious, racial, and national — in determining who is targeted for violence and who is protected from it.
- Trace how beliefs about purity — religious, racial, ethnic, or cultural — have historically been deployed to define certain groups as threatening, inferior, or incompatible with the social order.
- Define dehumanization and examine its function as a precondition for mass violence, including how targeted groups are portrayed as dangerous, subhuman, or deserving of destruction before killing begins.
- Interpret how imperial and religious ideologies frame conquest and persecution as righteous, necessary, or divinely mandated, and explain how such framing removes moral barriers to violence.

- Apply Gregory Stanton's stages of genocide as a diagnostic lens for identifying early warning signs across historical cases.
- Compare premodern and modern atrocities to argue that genocide is not a uniquely modern phenomenon, while explaining how modernity — through bureaucracy, technology, nationalism, and industrial capacity — enabled destruction at greater scale and speed.

Unit Essential Questions:

- If the logic of genocide — that some people are so different, so threatening, or so inferior that they must be destroyed — appears across every era of human history, what does that tell us about whether genocide is a modern invention or a timeless human capacity?
- When empires and religions have historically defined conquest and persecution as righteous, necessary, or divinely sanctioned, how do we distinguish between a society that committed atrocity and one that simply operated within the moral framework of its time?
- What is the relationship between the construction of difference — racial, religious, ethnic, or national — and the authorization of violence, and why does that relationship appear so consistently across cultures and centuries?
- If the patterns that precede genocide — dehumanization, scapegoating, the concentration of power, the silencing of targeted groups — are visible long before killing begins, why have human societies so rarely interrupted them in time?

Lesson Essential Questions:

- If genocide has roots in ancient and medieval history, what does that tell us about whether mass violence is a product of its time — or something more fundamental about how humans use power?
- Who decides which groups belong and which do not — and what happens when that power to define becomes the power to destroy?
- How have religion, government, and culture repeatedly transformed hatred into policy — and what allows ordinary people to go along with it?
- What is the difference between violence that happens in war and violence that is deliberately organized to eliminate a group of people — and does that distinction matter?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats
- Comparative Writings/Document

Vocabulary:

Ideology	Religion	Power	Pogroms
Identity	Race	Purity	Expulsion
Mass Violence	Ethnicity	Difference	Crusades
Conquest	National Identity	Justification	Spanish Inquisition
Religious Persecution	Political Identity		

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 3: Power, Politics, and the Logic of Domination
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
- 8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- The colonial era as a foundational period for modern genocide — how European imperial powers developed and normalized practices of conquest, dispossession, and extermination against non-European peoples.
- Settler colonialism as a distinct logic of elimination in which the goal is not merely to exploit a population but to replace it — and how that logic has driven indigenous dispossession across multiple continents.
- T*erra nullius* and other legal and ideological frameworks used to justify the seizure of indigenous land and the erasure of indigenous sovereignty.
- The civilizing mission and social Darwinism as ideological systems that cast colonized peoples as inferior, primitive, or expendable, providing moral cover for imperial violence.
- Cultural genocide — the deliberate destruction of a group's language, religion, customs, and identity — as a form of group destruction that does not require mass killing but shares the same eliminationist logic.
- Case studies of imperial conquest and indigenous dispossession — such as the genocides of Native Americans, Aboriginal Australians, or the Herero and Nama in German Southwest Africa — as examples of how colonial power operated in practice.
- The relationship between military force, legal authority, and ideological justification in converting political ambition into organized atrocity.
- How political impunity — the absence of accountability for those who order or carry out mass violence — enables and emboldens genocidal regimes.

Understanding/Key Learning:

- The colonial era is where European powers first developed and practiced the methods of destruction that would later become modern genocide.
- Settler colonialism is not about controlling a population — it is about removing and replacing it, and that goal has driven the destruction of indigenous peoples across the world.
- Legal ideas like *terra nullius* were invented to make land theft look legitimate by declaring that indigenous peoples had no real claim to the land they had always lived on.
- The civilizing mission and social Darwinism gave colonizers a way to tell themselves that violence was justified by portraying the people they were destroying as inferior or subhuman.
- Cultural genocide does not require mass killing — destroying a group's language, religion, and way of life can be just as effective at eliminating a people as physical extermination.
- Different cases of colonial genocide share the same basic pattern — indigenous peoples were dehumanized, stripped of their land, and systematically destroyed by colonial powers using similar methods and justifications.
- Genocide does not happen by accident — it requires governments, armies, and legal systems all working together to turn the decision to destroy a group into organized action.
- When leaders who commit atrocities face no punishment, it sends a message that mass violence is acceptable — impunity does not just follow genocide, it helps make the next one possible.

Do:

- Distinguish settler colonialism from other forms of imperial domination by examining its core goal — not to exploit a population but to remove and replace it — and identify where that logic appeared across different continents.
- Examine the concept of *terra nullius* and other legal frameworks used to justify the seizure of indigenous land, and explain how these ideas were used to deny that indigenous peoples had any legitimate claim to their own territory.
- Identify the civilizing mission and social Darwinism as ideologies that portrayed colonized peoples as inferior or expendable, and explain how those ideas gave imperial powers a justification for violence.
- Define cultural genocide and evaluate whether the destruction of a group's language, religion, and customs constitutes genocide even when mass killing is not involved.
- Compare at least two case studies of colonial genocide — such as Native Americans, Aboriginal Australians, or the Herero and Nama — to identify common patterns in how indigenous populations were targeted and destroyed.
- Analyze how military force, legal authority, and ideology worked together to transform political ambition into organized mass violence.
- Explain how political impunity — the lack of accountability for those who order or carry out atrocities — enables genocidal regimes to operate without consequence.

Unit Essential Questions:

- How does political power transform prejudice into policy, and at what point does a government's treatment of a group cross the line from oppression into genocide?
- What role do ordinary institutions like bureaucracies, militaries, and legal systems play in making mass violence possible, and does participating in a system that enables genocide make you responsible for it?
- How did the colonial era establish patterns of domination, dispossession, and dehumanization that laid the groundwork for the genocides of the twentieth century, and are those patterns still present today?
- If a government destroys a people's language, culture, land, and identity without mass killing, is that genocide — and why does the answer matter?

Lesson Essential Questions:

- If European powers practiced conquest, dispossession, and extermination during the colonial era, what does that tell us about where the tools of modern genocide actually came from?
- What is the difference between colonizing a people and replacing them, and why does that distinction matter when we try to define what genocide is?
- If a legal framework can be invented to make land theft look legitimate, what does that tell us about the relationship between law and power?
- How did ideas like the civilizing mission and social Darwinism allow educated, religious, and otherwise "civilized" people to participate in or ignore the destruction of entire populations?
- If a government destroys everything that makes a group who they are — their language, religion, and culture — but does not kill them, is that genocide?
- What do the similarities between different cases of colonial genocide tell us — is there a pattern to how powerful groups justify the destruction of less powerful ones?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats
- Comparative Writings/Document

Vocabulary:

State Power	Colonization	State-Sponsored	Racial hierarchy
Government	Imperialism	Cultural Genocide	White supremacy
Militarism	Indigenous	Impunity	Social Darwinism
Bureaucracy	Othering	Indigenous Dispossession	Dehumanization
Propaganda	Civilizing Mission	Terra Nullius	

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th Grade
Unit 4: The Holocaust as a Defining Genocide
and the Bureaucratization of Genocide
Time: 10 days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
- 8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- Context of the Holocaust — including the rise of the Nazi party, the conditions of post-WWI Germany, and the role of antisemitism in European history — as the foundation for understanding how genocide became state policy.
- Wannsee Conference as the moment when Nazi leadership formally coordinated the bureaucratic machinery of the Final Solution, demonstrating how genocide can be planned and administered like a government program.
- Structure and function of the concentration camp and extermination camp systems — including the role of the SS, Einsatzgruppen, and mobile killing units — as the operational infrastructure of industrialized genocide.
- Industrialized killing — how the Nazis applied modern technology, logistics, and administrative systems to carry out mass murder at unprecedented scale and speed.
- The banality of evil as a framework for understanding how ordinary people — bureaucrats, engineers, soldiers, administrators — became participants in genocide through compliance and professional duty rather than fanatical hatred.
- Experiences of victims — Jewish communities, Roma, disabled people, political prisoners, and others — as essential to understanding the human cost and the deliberately targeted nature of genocide.
- Cambodian genocide under the Khmer Rouge — including the ideology of Year Zero, the targeting of educated and urban populations, and the operation of the Killing Fields — as a case study in how revolutionary political ideology can drive auto-genocide.

- The Rwandan genocide — including the history of Hutu and Tutsi identity construction, the role of Radio Milles Collines in inciting mass violence, and the speed and scale of killing — as a case study in how rapid mass mobilization and ethnic propaganda can produce genocide without industrial infrastructure.
- The comparative analysis of the Holocaust, Cambodia, and Rwanda to identify both the shared mechanisms of genocide — dehumanization, state power, propaganda, impunity — and the ways in which each case reflects its own historical and political context.

Understanding/Key Learning:

- The Holocaust did not happen suddenly but grew out of specific historical conditions including national humiliation, economic collapse, and a long tradition of antisemitism that the Nazi party exploited to make genocide state policy.
- The Wannsee Conference shows that genocide can be planned and coordinated like a government program, with bureaucrats organizing mass murder through meetings, memos, and administrative decisions.
- The concentration and extermination camp systems were not improvised but deliberately designed and operated by organized institutions to carry out killing at industrial scale.
- The Nazis used the tools of modern society including technology, logistics, and bureaucracy to turn mass murder into an efficient system, showing that modernity can be a weapon as much as an achievement.
- Most people who participated in the Holocaust were not driven by extreme hatred but by obedience, professional duty, and the ability to follow orders without confronting the full meaning of what they were doing.
- Understanding genocide requires knowing who the victims were as individuals and communities, not just as numbers, because the human cost of genocide is inseparable from its meaning.
- The Cambodian genocide shows that genocide does not require a racial ideology or industrial infrastructure but can be driven by revolutionary political ideas that define entire categories of people as enemies of the state.
- The Rwandan genocide shows that mass killing does not require advanced technology or a powerful state apparatus because propaganda, constructed identity, and rapid mobilization of ordinary people can produce genocide at devastating speed.
- The Holocaust, Cambodia, and Rwanda each followed similar patterns of dehumanization, state power, propaganda, and impunity, but each also had its own causes and context, which is why comparison is a tool for understanding rather than a way of flattening differences.

Do:

- Analyze the historical conditions that made the Holocaust possible, including the rise of the Nazi party, the aftermath of WWI, and the long history of European antisemitism, and explain how those conditions allowed genocide to become state policy.
- Examine the Wannsee Conference as a case study in bureaucratic genocide and explain how a ninety-minute administrative meeting became the moment Nazi leadership formally organized the Final Solution.
- Identify the structure and function of the concentration camp and extermination camp systems, including the roles of the SS, Einsatzgruppen, and mobile killing units, and explain how those systems made industrialized killing possible.
- Analyze how the Nazis used modern technology, logistics, and administrative organization to carry out mass murder at unprecedented scale and explain what that reveals about the relationship between modernity and atrocity.
- Apply Hannah Arendt's concept of the banality of evil to explain how ordinary people became participants in genocide through compliance and professional duty rather than fanatical hatred.
- Examine the experiences of victims and explain why centering victim experience is essential to understanding the full human cost of genocide.
- Analyze the Cambodian genocide under the Khmer Rouge by examining the ideology of Year Zero, the targeting of educated and urban populations, and the operation of the Killing Fields, and explain how political ideology drove a regime to commit genocide against its own people.

- Examine the Rwandan genocide by tracing the construction of Hutu and Tutsi identity, the role of Radio Milles Collines in inciting mass violence, and the speed of killing, and explain how ethnic propaganda and mass mobilization produced genocide without industrial infrastructure.
- Compare the Holocaust, the Cambodian genocide, and the Rwandan genocide to identify the shared mechanisms that made each possible and explain how each case also reflects its own distinct historical and political context.

Unit Essential Questions:

- What made the Holocaust possible — and to what extent was it the product of a unique ideology, or a blueprint that reveals what any modern state is capable of when hatred becomes policy?
- How did the tools of modernity — bureaucracy, technology, industrialization, and organized state power — transform genocide from an act of violence into a system of mass production, and what does that transformation tell us about the relationship between progress and atrocity?
- When genocide is carried out not by fanatics alone but by engineers, administrators, lawyers, and civil servants doing their jobs, who bears responsibility — and how do ordinary institutions become instruments of mass murder?
- What does it mean to say "Never Again" when the twentieth century produced genocide after genocide — in Cambodia, in Rwanda, and beyond — and what would actually have to change for that promise to mean something?

Lesson Essential Questions:

- How did defeat, economic collapse, and national humiliation create the conditions in which a genocidal ideology could take hold — and could that happen again?
- At what point did antisemitism in Germany stop being a social prejudice and become a government program?
- If rights can be stripped gradually and legally, what does that tell us about the relationship between law and protection — and who does the law actually protect?
- What made the Nazi camp system different from other forms of mass violence in history — and what does the industrialization of killing tell us about the relationship between modernity and atrocity?
- How did the physical and administrative design of concentration and extermination camps reflect the Nazi goal of not just killing people but eliminating them as efficiently as possible?
- If most people who participated in the Holocaust were not monsters but ordinary people following orders and doing their jobs, what does that tell us about the capacity for evil in all of us?
- What is lost when we reduce Holocaust victims to numbers — and why does it matter how we tell the stories of those who were killed?
- What do the Holocaust, Cambodia, and Rwanda have in common — and what do their differences tell us about whether genocide follows a predictable pattern?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined

Vocabulary:

The Holocaust	Einsatzgruppen	Eugenics	Antisemitism
The Industrial Revolution	Extermination camp	Totalitarianism	Wannsee Conference
Modernity	Death march	SS (Schutzstaffel)	Khmer Rouge
Systematic	Ghetto	Interahamwe	Year Zero
Concentration Camps	Deportation	Racism	Killing Fields
Banality of Evil			

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 5: Perpetrators, Bystanders, and Resisters
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
- 8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- Human roles in genocide — perpetrators, bystanders, collaborators, rescuers, and resisters — and why understanding the full range of responses matters for understanding how genocide functions.
- Psychological mechanisms that enable ordinary people to participate in genocide, including obedience to authority, conformity, diffusion of responsibility, and the gradual escalation of violence.
- Social and cultural conditions that make participation in genocide more likely, including dehumanization, peer pressure, ideological indoctrination, fear of punishment, and the normalization of violence over time.
- Ideology in shaping perpetrator behavior — how belief systems rooted in race, religion, ethnicity, or political identity can convince individuals that mass violence is not only acceptable but necessary or righteous.
- The bystander effect as a social psychological concept, and how it operates at both the individual and collective level during genocide — from neighbors who look away to nations that fail to intervene.
- Bystander behavior — from passive silence to active collaboration — and the factors that determine where individuals and communities fall on that spectrum.
- Case studies of perpetrator behavior drawn from the Holocaust, Rwanda, Cambodia, and other genocides, examining how individuals were recruited into violence and how their participation escalated over time.
- Stories of rescuers and resisters — such as those who hid Jewish families during the Holocaust, the White Rose resistance movement in Nazi Germany, or Hutu moderates in Rwanda — as evidence that choice and moral agency existed even under extreme conditions.
- The conditions that made resistance and rescue more likely, including strong social networks, prior

relationships across group lines, individual moral frameworks, and distance from ideological indoctrination.
- The tension between individual moral responsibility and systemic pressure, and what that tension reveals about the limits of personal agency under conditions of authoritarian control and mass violence.
- The implications of perpetrator, bystander, and rescuer behavior for how we think about prevention — what the existence of resistors tells us about the choices that were available to those who did not resist.

Understanding/Key Learning:

- Genocide is not carried out by a single type of person but depends on a whole ecosystem of human behavior, and understanding the full spectrum from perpetrators to resisters is essential to understanding how mass violence becomes possible.
- Ordinary people become participants in genocide not primarily because they are evil but because of powerful psychological forces including obedience to authority, pressure to conform, and the gradual normalization of increasingly violent acts.
- Genocide does not happen in a vacuum but is enabled by specific social and cultural conditions that make violence feel normal, necessary, or unavoidable to those living inside them.
- Ideology is one of the most powerful forces driving perpetrator behavior because it gives people a framework that makes mass violence feel not just acceptable but morally justified and even righteous.
- The bystander effect operates at every scale of genocide, from the individual neighbor who says nothing to the international community that watches and waits, and understanding it is essential to understanding why intervention so rarely happens.
- Bystander behavior is not simply a choice between action and inaction but a spectrum shaped by fear, social pressure, self-interest, and moral awareness, and most people who witness genocide fall somewhere in the middle of that spectrum.
- Comparing perpetrator behavior across different genocides reveals that recruitment into violence follows recognizable patterns, and that participation tends to escalate gradually rather than beginning with the worst acts.
- The existence of rescuers and resisters in every genocide is evidence that choice was always possible, and their stories matter because they prove that the path taken by perpetrators and bystanders was not the only path available.
- Resistance and rescue were more likely when people had strong relationships, existing cross-group connections, and a moral framework that resisted ideological indoctrination, which tells us that the roots of moral courage are built long before a crisis arrives.
- The tension between individual conscience and systemic pressure is at the heart of every genocide, and how people navigate that tension reveals both the fragility and the resilience of personal moral agency under extreme conditions.
- If resisters existed in every genocide, then complicity was always a choice, and that means prevention is also always a choice, which is the most important lesson this unit has to offer.

Do:

- Identify the full spectrum of human roles in genocide including perpetrators, bystanders, collaborators, rescuers, and resisters, and explain why understanding the range of responses matters for understanding how genocide is carried out and sustained.
- Analyze the psychological mechanisms that enable ordinary people to participate in genocide, including obedience to authority, conformity, diffusion of responsibility, and the gradual escalation of violence.
- Examine the social and cultural conditions that make participation in genocide more likely, including dehumanization, peer pressure, ideological indoctrination, and the normalization of violence over time, and explain how these conditions work together to lower the threshold for participation.
- Analyze the role of ideology in shaping perpetrator behavior and explain how belief systems rooted in race, religion, ethnicity, or political identity can convince individuals that mass violence is not only acceptable but necessary.
- Define the bystander effect and apply it to genocide at both the individual and collective level, explaining how

the same psychological dynamic that causes neighbors to look away also allows nations to fail to intervene.
- Examine the range of bystander behavior from passive silence to active collaboration and identify the factors that determine where individuals and communities fall on that spectrum.
- Compare case studies of perpetrator behavior from the Holocaust, Rwanda, and Cambodia to identify patterns in how individuals were recruited into violence and how their participation escalated over time.
- Analyze stories of rescuers and resisters including those who hid Jewish families during the Holocaust, the White Rose movement in Nazi Germany, and Hutu moderates in Rwanda, and argue what their choices reveal about the existence of moral agency even under extreme conditions.
- Identify the conditions that made resistance and rescue more likely, including strong social networks, prior cross-group relationships, and individual moral frameworks, and explain what those conditions suggest about the factors that support moral courage.
- Evaluate the tension between individual moral responsibility and systemic pressure and explain what that tension reveals about the limits and possibilities of personal agency under authoritarian control.
- Apply the behavior of perpetrators, bystanders, and resisters to the question of genocide prevention, and argue what the existence of resisters tells us about the choices that were available to those who did not resist.

Unit Essential Questions:

- What does it take for an ordinary person to become a perpetrator of genocide — and if the answer is less about who they are and more about the situation they are in, what does that tell us about all of us?
- At what point does a bystander become complicit — and is silence in the face of genocide a moral failure, a survival strategy, or both?
- If resistance to genocide is possible even under the most dangerous conditions, why is it so rare — and what does the gap between those who resist and those who do not reveal about the role of choice in extreme circumstances?
- What do the stories of rescuers and resisters tell us that the stories of perpetrators do not — and why does it matter which stories a society chooses to remember?

Lesson Essential Questions:

- At what point does following orders stop being an excuse, and who decides?
- How did perpetrators in the Holocaust, Rwanda, and Cambodia come to believe that what they were doing was not only acceptable but right — and what does that tell us about the power of ideology to override individual moral judgment?
- If someone is raised from childhood inside an ideology that defines a group of people as enemies or subhumans, how much individual responsibility do they bear for acting on that belief as an adult?
- What is the difference between a bystander who does nothing out of fear and one who does nothing out of indifference — and does the distinction matter morally?
- What do the people who chose to resist or rescue have in common — and if certain conditions made moral courage more likely, what does that tell us about how societies could cultivate those conditions before the next crisis?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats

- Comparative Writings/Documents

Vocabulary:

Perpetrator
Bystander
Collaborator
Rescuer
Resister
Complicity
Passive complicity

Obedience to authority
Conformity
Diffusion of responsibility
Moral disengagement
Groupthink
Desensitization
Moral injury

Ideological indoctrination
Normalization of violence
Peer pressure
Social conformity
In-group loyalty
Fear of punishment
Scapegoating
Bystander Effect

Civil disobedience
Moral courage
Armed resistance
Passive resistance
Sanctuary
Underground networks
Conscientious objection
Righteous among the Nations

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 6: Gender, Youth, and the Body in Genocide
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
- 8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- Genocidal targeting by gender — how men, women, and children are often targeted differently within the same genocide, and why those differences matter for understanding the full scope of mass violence.
- Sexual violence as a weapon of genocide — how rape and sexual assault are used not as incidental byproducts of war but as deliberate tools to destroy communities, terrorize populations, and eliminate group identity.
- Systematic sexual violence against women in specific genocides including the Holocaust, Bosnia, Rwanda, and Darfur, and what those cases reveal about the relationship between gender and genocidal intent.
- Reproductive violence and genocidal intent — including forced sterilization, forced pregnancy, and the deliberate destruction of a group's ability to reproduce — as forms of genocide under the UN Genocide Convention's definition.
- Targeting of men and boys in genocide — including mass execution, forced labor, and the specific vulnerabilities of male victims — and why male victimization is often underrepresented in both historical accounts and legal frameworks.
- Experiences of children in genocide — including witnessing violence, separation from family, forced displacement, recruitment as child soldiers, and the destruction of educational and cultural institutions.
- Psychological impact of genocide on children and youth, including trauma, loss of identity, disrupted development, and the long-term effects of exposure to mass violence at formative stages of life.
- The concept of intergenerational trauma — how the effects of genocide are transmitted across generations through psychological, cultural, familial, and even biological mechanisms.

- Child soldiers as both victims and perpetrators — how children are recruited, coerced, and indoctrinated into committing violence, and the complex questions of responsibility and rehabilitation that follow.
- The legal frameworks that address gender-based violence in genocide, including the landmark recognition of rape as a weapon of genocide by the International Criminal Tribunal for Rwanda and the International Criminal Tribunal for the former Yugoslavia.
- Gender-based genocidal violence on survivor communities and the long-term social and cultural effects thereof, including stigma, family breakdown, altered gender roles, and the challenges of rebuilding identity and community after mass atrocity.
- Bodily autonomy as a fundamental human right and how genocide systematically violates that right as a mechanism of group destruction.
- Unique vulnerability of children as targets of cultural genocide — including forced assimilation, removal from families, destruction of language and cultural identity — and how these practices aim to eliminate a group across generations.
- Gender and age in post-genocide recovery and justice, including the specific barriers faced by women and children in accessing legal redress, psychological support, and social reintegration.

Understanding/Key Learning:

- Genocide does not target everyone in the same way — men, women, and children are often attacked differently, and understanding those differences is essential to understanding the full picture of how genocide destroys a group.
- Sexual violence in genocide is not accidental or incidental but is used as a deliberate weapon to terrorize communities, destroy families, and eliminate group identity.
- The systematic use of sexual violence in Bosnia, Rwanda, Darfur, and the Holocaust reveals that rape and sexual assault have been used across very different genocides as a consistent tool of destruction.
- Reproductive violence — including forced sterilization and forced pregnancy — is a form of genocide because it targets a group's ability to survive into the future, not just its members in the present.
- Men and boys are targeted in specific and often overlooked ways in genocide, and their experiences as victims are frequently absent from historical accounts and legal frameworks in ways that distort our understanding of mass violence.
- Children in genocide face a distinct set of horrors including separation from family, forced displacement, witnessing mass violence, and the destruction of the schools and cultural institutions that shape who they are.
- Exposure to genocide during childhood causes deep and lasting psychological harm that disrupts development, destroys identity, and shapes the lives of survivors long after the killing stops.
- The trauma of genocide does not end with the survivors but is passed down through families and communities across generations in ways that continue to shape societies long after the atrocity is over.
- Child soldiers are simultaneously victims and perpetrators, and their existence forces us to confront difficult questions about coercion, responsibility, and what justice and rehabilitation can look like for children who were made into killers.
- Survivor testimony about sexual violence and childhood trauma must be engaged with carefully and ethically, because bearing witness to those accounts carries responsibilities that go beyond simply gathering historical information.
- The legal recognition of rape as a weapon of genocide by international tribunals was a landmark moment that transformed how the world understands the relationship between sexual violence and genocidal intent.
- Gender-based genocidal violence leaves lasting damage on survivor communities long after the killing ends, including stigma, broken families, and the profound challenge of rebuilding identity and community in the aftermath.
- Bodily autonomy is a fundamental human right, and one of the defining features of genocide is that it systematically violates that right as a core mechanism of group destruction.
- The forced removal of children from their families and cultures is a form of genocide aimed at eliminating a group not through immediate killing but by severing the next generation from everything that makes them who they are.
- Women and children face specific barriers to justice and recovery after genocide, and those barriers must be

understood and addressed if post-genocide societies are to rebuild in ways that include their most vulnerable survivors.

Do:

- Identify how men, women, and children are targeted differently within the same genocide and explain why understanding those differences is essential to understanding the full scope of mass violence.
- Analyze sexual violence as a weapon of genocide and explain how rape and sexual assault function not as incidental byproducts of war but as deliberate tools used to destroy communities, terrorize populations, and eliminate group identity.
- Compare the systematic use of sexual violence in the Holocaust, Bosnia, Rwanda, and Darfur and explain what those cases reveal about the relationship between gender-based violence and genocidal intent.
- Examine reproductive violence including forced sterilization and forced pregnancy and evaluate how those practices meet the definition of genocide under the UN Genocide Convention by targeting a group's ability to survive into the future.
- Identify the specific ways men and boys are targeted in genocide including mass execution and forced labor and explain why male victimization is frequently underrepresented in historical accounts and legal frameworks.
- Examine the experiences of children in genocide including witnessing violence, family separation, forced displacement, and recruitment as child soldiers and explain how those experiences differ from adult victimization.
- Analyze the psychological impact of genocide on children and youth including trauma, loss of identity, and disrupted development and explain how exposure to mass violence at formative stages of life produces long-term harm.
- Define intergenerational trauma and explain how the effects of genocide are transmitted across generations through psychological, cultural, familial, and biological mechanisms.
- Evaluate the position of child soldiers as both victims and perpetrators and argue what their experiences reveal about coercion, moral responsibility, and the possibilities and limits of rehabilitation and justice.
- Examine the legal frameworks that address gender-based violence in genocide including the landmark recognition of rape as a weapon of genocide by international criminal tribunals and evaluate what those developments mean for how international law understands genocidal intent.
- Analyze the long-term social and cultural effects of gender-based genocidal violence on survivor communities including stigma, family breakdown, and altered gender roles and explain the challenges those effects create for rebuilding identity and community.
- Define bodily autonomy as a fundamental human right and explain how genocide systematically violates that right as a core mechanism of group destruction.
- Examine the forced removal of children from their families and cultures as a form of cultural genocide and explain how those practices aim to eliminate a group across generations rather than through immediate physical destruction.
- Identify the specific barriers faced by women and children in accessing legal redress, psychological support, and social reintegration after genocide and evaluate what those barriers reveal about the limitations of post-genocide justice systems.

Unit Essential Questions:

- If genocide targets men, women, and children in deliberately different ways, what does that tell us about what perpetrators are actually trying to destroy — and is the goal always just to kill people, or is it something deeper?
- When sexual violence is used systematically as a weapon of genocide, what is it actually targeting — bodies, families, communities, or the future of a group — and what does the answer reveal about the relationship between gender and genocidal intent?
- If the trauma of genocide is passed down across generations to people who never experienced the original violence, who is a genocide survivor — and what does the answer mean for how societies reckon with atrocity long after it ends?

- What do we owe to children who were made into killers — and how does the existence of child soldiers force us to rethink the boundaries between victim and perpetrator, innocence and guilt, punishment and rehabilitation?

Lesson Essential Questions:

- What is the difference between sexual violence that happens during war and sexual violence that is organized and deployed as a tool of genocide — and how did international tribunals draw that line in Bosnia and Rwanda?
- How do practices like forced sterilization and forced pregnancy fit the definition of genocide — and what does their inclusion in that definition reveal about what it means to destroy a group?
- If a government can commit genocide without killing a single person by destroying a group's ability to reproduce and pass on its identity, how does that change the way we define and recognize genocide in the present?
- What does it mean to grow up inside a genocide — and how does exposure to mass violence during childhood shape a person's identity, relationships, and understanding of the world in ways that last a lifetime?
- If children who were forced to commit violence are both victims and perpetrators, how should post-genocide societies treat them — and what does the answer reveal about how we think about childhood, responsibility, and justice?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats
- Comparative Writings/Document

Vocabulary:

Gendered violence	Reproductive violence	Child soldier	Bodily autonomy
Sexual violence	Forced sterilization	Youth indoctrination	Physical integrity
Rape as a weapon of war	Forced pregnancy	Orphan of Genocide	Reproductive rights
Femicide	Reproductive coercion	Age-based targeting	Violations of bodily
Torture	Demographic destruction	Psychological displacement	autonomy
Systematic abuse	Forced abortion	Restorative justice	Transitional justice
Truth and reconciliation	Birth prevention		

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 7: Media, Propaganda, and Dehumanization
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
  8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- The relationship between propaganda and genocide — how the deliberate manipulation of information, images, and messaging has been used across multiple genocides to prepare populations for mass violence.
- Dehumanization in propaganda — how language, imagery, and media portrayals strip targeted groups of their humanity and make violence against them feel acceptable or necessary.
- Hate speech in the escalation toward genocide — how rhetoric that targets a group's identity, loyalty, or humanity moves along a spectrum from prejudice to discrimination to organized violence.
- The specific mechanisms of Nazi propaganda — including the use of film, radio, print media, and public spectacle — as a case study in how a modern state can use mass communication to build popular support for genocide.
- Radio Milles Collines and the Rwandan genocide as a case study in how broadcast media can be used to directly incite mass killing, including the role of specific language and messaging in mobilizing ordinary people to commit violence against their neighbors.
- The historical use of political cartoons, posters, and visual media to dehumanize targeted groups, and how visual propaganda creates lasting cultural associations between a group and danger, disease, or subhumanity.
- Escalation from prejudice to genocide — including Gordon Allport's scale of prejudice and Gregory Stanton's stages of genocide — as frameworks for understanding how hate speech and propaganda function as early warning signs.
- Ideology in shaping propaganda — how racial, ethnic, religious, and political belief systems provide the raw

material that propagandists use to construct narratives of threat, purity, and righteous violence.

- The legal and ethical boundaries of free speech in relation to hate speech and incitement to genocide, including international legal frameworks that distinguish between protected speech and speech that constitutes a crime.
- Modern and digital propaganda — including social media, online radicalization, and algorithmic amplification of extremist content — as contemporary extensions of the same mechanisms used in historical genocides.
- Concept of counter-messaging and media literacy as tools for resistance — how individuals and communities can recognize, challenge, and disrupt genocidal propaganda before it achieves its intended effects.
- Case studies of propaganda from multiple genocides including the Holocaust, Rwanda, Cambodia, Bosnia, and Darfur, and what comparing those cases reveals about the common techniques and specific adaptations of genocidal messaging.
- Ethical responsibilities of journalists, media organizations, and communication platforms in contexts where their content or infrastructure is being used to facilitate genocide.
- The lasting cultural effects of genocidal propaganda — how dehumanizing narratives can survive the genocide itself and continue to shape intergroup relations, memory, and the possibility of reconciliation long after the killing ends.

Understanding/Key Learning:

- Propaganda is not just a feature of genocide but a precondition for it, and across every major genocide in history the deliberate manipulation of information and messaging has been used to prepare populations to accept or participate in mass violence.
- Dehumanization works by using language and imagery to strip a targeted group of their humanity until violence against them no longer feels like violence but like pest control, self-defense, or necessary cleansing.
- Hate speech does not jump directly to genocide but moves along a predictable escalating spectrum, and understanding that spectrum is essential to recognizing when rhetoric has crossed from offensive to genuinely dangerous.
- Nazi Germany represents the most comprehensive case study in state-controlled propaganda, demonstrating how a modern government can use every available communication tool to build mass public support for genocide.
- Radio Milles Collines shows that a single media outlet using the right language at the right moment can turn neighbors into killers, making it one of the most important and disturbing case studies in the direct relationship between media and mass murder.
- Visual propaganda creates powerful and lasting associations between a targeted group and concepts like disease, infestation, or existential threat, and those images can shape how an entire society perceives a group long before any killing begins.
- Frameworks like Allport's scale of prejudice and Stanton's stages of genocide show that hate speech and propaganda are not just offensive but are measurable early warning signs that a society may be moving toward mass violence.
- Propaganda does not create hatred from nothing but takes existing ideological beliefs about race, religion, ethnicity, or politics and shapes them into narratives that make targeted groups feel like an existential threat that must be eliminated.
- International law recognizes that not all speech is protected and that incitement to genocide is a crime, but the line between free expression and dangerous hate speech remains one of the most contested boundaries in both law and ethics.
- The same psychological mechanisms that made Nazi radio broadcasts and Rwandan hate radio so effective are now operating at global scale through social media platforms and algorithmic amplification of extremist content.
- Media literacy and counter-messaging are not just academic skills but practical tools of genocide prevention, because people who can recognize propaganda are significantly harder to mobilize into participation in mass violence.
- Comparing propaganda across the Holocaust, Rwanda, Cambodia, Bosnia, and Darfur reveals that while the specific content changes, the underlying techniques of dehumanization, fear-mongering, and calls to righteous

violence are remarkably consistent.
- Journalists, media organizations, and technology platforms bear real ethical and potentially legal responsibility when their content or infrastructure is used to facilitate genocide, even if they did not intend that outcome.
- Genocidal propaganda does not disappear when the killing stops but leaves behind dehumanizing narratives and cultural associations that continue to poison intergroup relations and make reconciliation significantly harder for generations.

Do:

- Analyze the relationship between propaganda and genocide and explain how the deliberate manipulation of information, images, and messaging has been used across multiple genocides to prepare populations to accept or participate in mass violence.
- Define dehumanization and examine how language, imagery, and media portrayals strip targeted groups of their humanity and make violence against them feel acceptable, necessary, or righteous.
- Trace the escalating spectrum from hate speech to genocide and explain how rhetoric targeting a group's identity or humanity moves from prejudice to discrimination to organized mass violence.
- Examine the specific mechanisms of Nazi propaganda including film, radio, print media, and public spectacle and explain how the Nazi state used mass communication to build popular support for genocide.
- Analyze Radio Milles Collines as a case study in broadcast incitement and explain how specific language and messaging mobilized ordinary Rwandans to commit violence against their neighbors.
- Interpret historical examples of visual propaganda including political cartoons and posters and explain how visual media creates lasting cultural associations between a targeted group and concepts of danger, disease, or subhumanity.
- Apply Gordon Allport's scale of prejudice and Gregory Stanton's stages of genocide to specific historical examples and explain how hate speech and propaganda function as measurable early warning signs of escalating mass violence.
- Analyze the role of ideology in shaping propaganda and explain how racial, ethnic, religious, and political belief systems provide the raw material propagandists use to construct narratives of threat, purity, and righteous violence.
- Examine the legal and ethical boundaries between protected speech and incitement to genocide and evaluate how international legal frameworks attempt to distinguish between free expression and speech that constitutes a crime.
- Compare historical genocidal propaganda to modern digital propaganda including social media radicalization and algorithmic amplification and explain how contemporary platforms extend the same psychological mechanisms used in historical genocides.
- Evaluate counter-messaging and media literacy as tools of genocide prevention and explain how individuals and communities can recognize, challenge, and disrupt genocidal propaganda before it achieves its intended effects.
- Compare propaganda from the Holocaust, Rwanda, Cambodia, Bosnia, and Darfur to identify the common techniques of genocidal messaging and explain how those techniques were adapted to fit different historical and cultural contexts.
- Evaluate the ethical responsibilities of journalists, media organizations, and communication platforms when their content or infrastructure is used to facilitate genocide and argue where legal and moral accountability should lie.
- Analyze the lasting cultural effects of genocidal propaganda and explain how dehumanizing narratives survive the genocide itself and continue to shape intergroup relations and obstruct reconciliation long after the killing ends.

Unit Essential Questions:

- If propaganda does not create hatred from nothing but takes existing prejudice and shapes it into a justification for mass violence, what does that tell us about the relationship between what a society already believes and what it can be convinced to do?

- At what point does speech become dangerous enough to be a crime — and who gets to decide where that line is, and what happens when the people drawing the line are the ones doing the inciting?
- If the same psychological mechanisms that made Nazi radio and Rwandan hate radio so effective are now operating at global scale through social media algorithms, what responsibility do technology companies, governments, and individual users bear for what those platforms make possible?
- What does it mean that words and images — not guns or gas chambers — are often the first and most essential weapons of genocide, and if propaganda is a precondition for mass violence, what would it actually mean to take that seriously as a society?

Lesson Essential Questions:

- If propaganda requires a population that is already primed to believe its messages, what existing conditions in Weimar Germany, pre-genocide Rwanda, or Cambodia made those populations vulnerable to genocidal messaging?
- What specific techniques do propagandists use to strip a group of their humanity in the eyes of the public — and when you look at political cartoons, posters, and imagery from the Holocaust, Rwanda, and Bosnia side by side, what patterns do you see?
- Why is visual dehumanization so powerful and so lasting — and why do images that associate a group with rats, cockroaches, or disease seem to prepare people for violence more effectively than arguments alone?
- Where is the line between speech that is offensive and speech that is criminal — and what do cases like Radio Milles Collines or Nazi propaganda tell us about when words become weapons?
- If international law recognizes incitement to genocide as a crime, why is it so rarely prosecuted — and what does that gap between law and enforcement tell us about the limits of legal frameworks in preventing mass violence?
- What responsibility do social media companies bear when their platforms are used to spread genocidal propaganda — and what would meaningful accountability actually look like in practice?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats
- Comparative Writings/Documents

Vocabulary:

Disinformation	Eliminationist rhetoric	Mass media	Normalization of violence
Misinformation	Coded language	Broadcast media	Prejudice
Incitement	Euphemism	Print media	Discrimination
Messaging	Hate speech	Visual propaganda	Incitement to genocide
Narrative control	Derogatory labeling	Political cartoons	Ethnic nationalism
Psychological manipulation	Purity ideology	Public spectacle	Religious extremism
State-sponsored messaging	Us versus them thinking	Censorship	Political indoctrination
Media literacy	Source verification	Media monopoly	Conspiracy theory
Counter-messaging	Counter-narrative	Existential threat narrative	Social media radicalization
Critical consumption	Digital citizenship	Filter bubble	Algorithmic amplification

Fact-checking	Propaganda recognition	Online extremism	Echo chamber
Deepfake	Viral messaging	Digital propaganda	

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 8: Memory, Justice, and Reconciliation
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
  8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
  8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- The definition and purpose of transitional justice — the set of legal, political, and social processes societies use to reckon with past atrocities and build a foundation for a more just future.
- The Nuremberg Trials as a foundational moment in international criminal accountability — what they established, what they failed to address, and how they shaped the development of international humanitarian law.
- The structure and function of international criminal tribunals including the International Criminal Tribunal for Rwanda, the International Criminal Tribunal for the former Yugoslavia, and the International Criminal Court, and what each reveals about the possibilities and limitations of international justice.
- The concept of individual criminal accountability for genocide and crimes against humanity — how international law shifted the framework from collective guilt to the prosecution of specific individuals for specific acts.
- Truth commissions as an alternative or complement to criminal prosecution — how bodies like the South African Truth and Reconciliation Commission and the Rwandan Gacaca courts attempted to balance accountability, truth-telling, and social healing.
- Reparations as a form of post-genocide justice — including financial compensation, land restitution, official apology, and symbolic recognition — and the debates around what reparations can and cannot accomplish.
- The politics of memory and historical narrative — how governments, survivor communities, diaspora groups, and international bodies contest the telling of genocidal history and what is at stake in those contests.

- Memorialization and the ethics of commemoration — how genocide memorials, museums, and official remembrance ceremonies shape collective memory, and the debates around who controls those spaces and whose stories are centered.
- Holocaust remembrance and education as a global model for how societies institutionalize memory of atrocity, including the role of institutions like Yad Vashem and the United States Holocaust Memorial Museum.
- The concept of reconciliation — what it means, what it requires, and whether it is possible between communities that have experienced genocide, including the tension between justice and reconciliation as competing or complementary goals.
- Survivor testimony in the post-genocide context — the role of testimony in legal proceedings, truth commissions, educational settings, and public memory, and the ethical responsibilities involved in collecting, preserving, and using survivor accounts.
- The long-term psychological and social challenges of post-genocide communities — including ongoing trauma, displaced populations, destroyed infrastructure, and the rebuilding of civic trust and social cohesion.
- The role of education in post-genocide societies — how curricula, textbooks, and classroom practice either support or obstruct the honest reckoning with genocidal history, and what responsible genocide education looks like in practice.

Understanding/Key Learning:

- Transitional justice is the set of processes societies use to reckon with past atrocities, and its goal is not only to punish perpetrators but to acknowledge victims, establish truth, and build a foundation for a society that can function after mass violence.
- The Nuremberg Trials established for the first time that individuals could be held criminally accountable for genocide and crimes against humanity, but they also left significant gaps in accountability that reveal the political limits of international justice even at its most ambitious moments.
- International criminal tribunals like the ICTR, the ICTY, and the ICC represent the world's attempts to hold individuals accountable for genocide across borders, but each has also revealed the limitations of international justice when political will, resources, and cooperation are uneven.
- One of the most important shifts in international law after the Holocaust was the move from holding nations collectively responsible to prosecuting specific individuals for specific acts, a change that transformed how the world understood guilt and accountability for mass atrocity.
- Truth commissions like the South African TRC and the Rwandan Gacaca courts show that criminal prosecution is not the only path to accountability and that societies must sometimes choose between the full weight of justice and the practical needs of social healing.
- Reparations can take many forms from financial compensation to official apology to symbolic recognition, but they all grapple with the same fundamental question of whether any form of material or symbolic redress can adequately address the scale of what genocide takes from its victims.
- The history of genocide is never neutral — governments, survivor communities, and international bodies actively compete over how atrocities are remembered and taught, and those contests reveal that historical memory is always also a form of political power.
- Genocide memorials and museums do not simply preserve memory but actively shape it, and the decisions about what to include, whose stories to center, and who controls those spaces are ethical and political choices with real consequences for how societies understand their own history.
- Holocaust remembrance has become a global model for how to institutionalize memory of atrocity, but that model also raises questions about whose genocide receives international recognition and resources and whose remains invisible or contested.
- Reconciliation between communities that have experienced genocide is possible but it is not simple, and it requires more than the passage of time — it demands truth, accountability, acknowledgment, and a willingness to rebuild trust that may take generations.
- Survivor testimony is one of the most powerful tools in post-genocide justice and education, but it also carries ethical responsibilities because the act of asking survivors to relive their trauma for legal, educational, or commemorative purposes can itself cause harm if not handled with care.
- The destruction caused by genocide does not end when the killing stops but leaves behind communities

dealing with ongoing trauma, shattered infrastructure, and the enormous challenge of rebuilding the social trust that mass violence systematically destroys.
- Education is one of the most powerful tools available to post-genocide societies, but it can also obstruct healing when governments use curricula and textbooks to deny, minimize, or distort what happened, making honest and responsible genocide education a matter of both historical and ethical urgency.

Do:

- Define transitional justice and explain how the legal, political, and social processes it encompasses work together to help societies reckon with past atrocities and build a foundation for a more just future.
- Examine the Nuremberg Trials as a foundational moment in international criminal accountability and evaluate both what they established and what they failed to address in terms of justice for genocide and crimes against humanity.
- Compare the structure and function of the ICTR, the ICTY, and the ICC and evaluate what each tribunal reveals about the possibilities and limitations of international justice when political will and resources are uneven.
- Explain the shift in international law from collective guilt to individual criminal accountability and analyze what that shift means for how the world understands responsibility for genocide and crimes against humanity.
- Compare truth commissions such as the South African TRC and the Rwandan Gacaca courts to criminal prosecution and evaluate how each approach attempts to balance accountability, truth-telling, and the practical needs of social healing.
- Examine reparations as a form of post-genocide justice including financial compensation, land restitution, official apology, and symbolic recognition and evaluate the debates around what reparations can and cannot accomplish for survivors and communities.
- Analyze the politics of memory and historical narrative and explain how governments, survivor communities, diaspora groups, and international bodies contest the telling of genocidal history and what is at stake in those contests.
- Examine how genocide memorials, museums, and official remembrance ceremonies shape collective memory and evaluate the ethical and political debates around who controls those spaces and whose stories are centered.
- Analyze Holocaust remembrance and education as a global model for institutionalizing memory of atrocity and evaluate what the prominence of that model reveals about whose genocide receives international recognition and whose remains invisible or contested.
- Define reconciliation and evaluate whether it is possible between communities that have experienced genocide, including the tension between justice and reconciliation as competing or complementary goals in post-genocide societies.
- Examine the role of survivor testimony in legal proceedings, truth commissions, and educational settings and evaluate the ethical responsibilities involved in collecting, preserving, and using survivor accounts without causing further harm.
- Analyze the long-term psychological and social challenges facing post-genocide communities including ongoing trauma, displaced populations, and destroyed infrastructure and explain what rebuilding civic trust and social cohesion requires.
- Evaluate the role of education in post-genocide societies and explain how curricula, textbooks, and classroom practice can either support or obstruct honest reckoning with genocidal history and why that distinction matters.

Unit Essential Questions:

- Can there ever be real justice after genocide — and if the scale of the crime makes full accountability impossible, does partial justice still matter, or does it risk making the world feel like it has done enough when it hasn't?
- Who gets to decide how a genocide is remembered — and when governments, survivor communities, and international bodies tell different stories about the same atrocity, what is at stake in that contest over memory?
- What is the difference between justice and reconciliation — and can a society pursue both at the same time, or does the demand for accountability make the work of healing and rebuilding more difficult?

- If the international community has built tribunals, truth commissions, memorials, and legal frameworks in response to genocide, and genocide has still happened again and again, what does that tell us about whether the world has actually learned anything — and what would it mean to truly reckon with that failure?

Lesson Essential Questions:

- What did the Nuremberg Trials establish about individual responsibility for genocide — and if they were the first time the world said that following orders was not a defense, why have so many perpetrators of genocide since then faced no consequences at all?
- What can a truth commission accomplish that a criminal trial cannot — and what does a criminal trial accomplish that a truth commission cannot, and which matters more in the aftermath of genocide?
- South Africa chose truth and amnesty over prosecution, and Rwanda chose community-based justice through Gacaca courts — what do those choices reveal about what different societies believe justice is actually for?
- Can money, land, or an official apology repair what genocide takes from a people — and if the answer is no, does that mean reparations are pointless, or does it mean we need to rethink what we expect them to do?
- Who controls the story of a genocide — and when a government denies, minimizes, or distorts what happened, what tools do survivors, scholars, and the international community have to push back?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats
- Comparative Writings/Documents

Vocabulary:

Accountability	Truth commission	Reparations	Historical revisionism
Criminal prosecution	Commission	Financial compensation	Minimization
Legal redress	Gacaca courts	Land restitution	Distortion
Retributive justice	Amnesty	Official apology	Negationism
Reparative justice	Confession	Symbolic recognition	Memory suppression
Community-based justice	Testimony	Acknowledgment	Never Again
Restitution	Truth-telling	Collective redress	Post-genocide identity
Survivor legacy			

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Comparative Genocide
Grade Level: 11th and 12th
Unit 9: Preventing Genocide — Education, Awareness, and Responsibility
Time: 5 Days

Standards:

Pennsylvania Social Studies Standards

- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history.
    - Belief systems and religions
    - Commerce and industry
    - Technology
    - Politics and government
    - Physical and human geography
    - Social organization
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.4.C.A: Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.). Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)
- 8.4.C.C: Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)
- 8.4.C.D: Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Know:

- Genocide prevention as an active and ongoing responsibility rather than a passive hope, and why prevention requires recognizing warning signs before mass violence begins rather than responding after it has already started.
- Role of the international community in genocide prevention — including the United Nations, regional bodies, and individual nations — and the gap between the legal obligation to prevent genocide under the Genocide Convention and the political will to actually do so.
- The Responsibility to Protect doctrine as an international framework that attempts to establish when and how the international community is obligated to intervene when a state is committing or failing to prevent genocide against its own population.
- Case studies of failed prevention — including international inaction during the Rwandan genocide and the Bosnian genocide — and what those failures reveal about the structural, political, and moral obstacles to timely intervention.
- The role of education in genocide prevention — how teaching about the history, mechanisms, and warning signs of genocide builds the knowledge and critical thinking skills necessary for citizens to recognize and resist genocidal processes.
- The role of civil society organizations, human rights groups, and advocacy networks in monitoring genocide risk, documenting atrocities, and pushing governments and international bodies to respond.
- The relationship between human rights education and genocide prevention — how cultivating empathy,

critical thinking, and commitment to human dignity in young people builds the long-term cultural foundation for a society less vulnerable to genocidal ideologies.
- The concept of moral and civic responsibility in a globalized world — what it means for students to be informed, engaged global citizens who understand their capacity to contribute to the prevention of mass atrocity through awareness, advocacy, and action.

Understanding/Key Learning:

- Genocide prevention is not something that happens after killing begins but requires active recognition of warning signs and deliberate intervention at the earliest possible stages, which means prevention is always a choice made before the worst happens.
- The international community has a legal obligation under the Genocide Convention to prevent genocide, but the gap between that legal obligation and the political will to act has allowed genocide to happen again and again while the world watched.
- The Responsibility to Protect doctrine represents the international community's attempt to establish that sovereignty is not a shield behind which governments can commit genocide, but its application has been inconsistent and politically selective in ways that reveal the limits of international norms without enforcement.
- The failures to intervene in Rwanda and Bosnia are not simply tragic mistakes but reveal deep structural and political obstacles to timely action, including the prioritization of national interest over human life and the unwillingness of powerful nations to bear the cost of intervention.
- Education about the history and warning signs of genocide is one of the most powerful long-term tools of prevention because citizens who understand how genocide works are significantly harder to mobilize into participation and significantly more likely to recognize and resist early warning signs.
- Civil society organizations and human rights groups play a critical role in genocide prevention because they often see the warning signs before governments do and have the independence to document and report atrocities that political bodies have an interest in ignoring.
- Building a society that is resistant to genocide requires more than laws and institutions — it requires cultivating in young people the empathy, critical thinking, and commitment to human dignity that make genocidal ideology harder to take root.
- Every student in this course is already a global citizen with the capacity to contribute to genocide prevention through awareness, informed advocacy, and the refusal to be a bystander — and understanding that capacity is the most important thing this course has to offer.

Do:

- Argue that genocide prevention is an active and ongoing responsibility rather than a passive hope, and explain why recognizing warning signs before mass violence begins is more effective than responding after it has already started.
- Analyze the role of the international community in genocide prevention including the United Nations, regional bodies, and individual nations, and evaluate the gap between the legal obligation to prevent genocide under the Genocide Convention and the political will to actually do so.
- Examine the Responsibility to Protect doctrine as an international framework and evaluate how effectively it establishes when and how the international community is obligated to intervene when a state is committing or failing to prevent genocide against its own population.
- Compare the international response to the Rwandan genocide and the Bosnian genocide and explain what those failures of prevention reveal about the structural, political, and moral obstacles that stand in the way of timely intervention.
- Evaluate the role of education in genocide prevention and explain how teaching about the history, mechanisms, and warning signs of genocide builds the knowledge and critical thinking skills citizens need to recognize and resist genocidal processes.
- Identify the role of civil society organizations, human rights groups, and advocacy networks in genocide

prevention and explain how those organizations monitor risk, document atrocities, and push governments and international bodies to respond.
- Analyze the relationship between human rights education and genocide prevention and explain how cultivating empathy, critical thinking, and commitment to human dignity in young people builds the long-term cultural foundation for a society less vulnerable to genocidal ideologies.
- Evaluate your own moral and civic responsibilities as a global citizen and argue how awareness, informed advocacy, and the refusal to be a bystander can contribute to the prevention of mass atrocity in the modern world.

Unit Essential Questions:

- If every genocide in history showed warning signs that were visible before the killing began, and the world still failed to intervene in time, is the problem a lack of knowledge — or a lack of will — and what would it actually take to close that gap?
- What is the difference between saying "Never Again" and meaning it — and what would a world that took that promise seriously actually look like in terms of laws, institutions, political will, and individual responsibility?
- If education is one of the most powerful tools for genocide prevention, what does that mean for what schools are actually for — and what responsibility do students, teachers, and institutions have to engage honestly with the history of atrocity?
- At what point does being an informed person become a moral obligation to act — and in a world where genocide warning signs are visible right now in multiple places, what does it mean to know what you know and do nothing?

Lesson Essential Questions:

- If powerful nations intervene in some genocides and ignore others, what factors actually determine when intervention happens — and what does that pattern tell us about whose lives the international community values?
- If students who study genocide are less likely to become perpetrators or bystanders, what does that tell us about what education is actually for — and what would it mean for schools to take that responsibility seriously?
- How can media and journalism serve as tools of genocide prevention — and given what we know about how social media can also spread genocidal propaganda, how do we build a media environment that works for prevention rather than against it?
- What is the difference between caring about genocide and doing something about it — and at the scale of an individual high school student, what does meaningful action actually look like?
- If you finish this course and go back to your life without changing anything about how you engage with injustice, prejudice, and the suffering of people different from you, what was the point — and what would it mean to let what you have learned actually matter?

Materials/Resources:

- United States Holocaust Memorial Museum
- Yad Vashem
- Holocaust Learning Experience
- Genocide Watch
- United Nations Office on Genocide Prevention and the Responsibility to Protect
- USC Shoah Foundation
- The Genocide Education Project
- UN Genocide Convention (1948)
- Gregory Stanton's "Ten Stages of Genocide" framework
- Raphael Lemkin's *Axis Rule in Occupied Europe* (1944) — the text in which genocide was first defined
- Digital Design Formats
- Comparative Writings/Documents

Vocabulary:

Gregory Stanton's Stages of Genocide	Responsibility to Protect (R2P)	Human rights education	Media accountability
Atrocity prevention	Sovereign responsibility	Genocide education	Digital activism
Prevention framework	International obligation	Critical thinking	Social media advocacy
Genocide watch	Humanitarian intervention	Empathy	Free Press
Informed advocacy	Non-intervention principle	Civic engagement	Moral responsibility
Active citizenship	State sovereignty	Moral development	Civic duty
		Historical consciousness	Ethical obligation

Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District

Pop Culture & American History

Overview

Grade Level: 10th, 11th, 12th Grade (Elective)

Course Description:

From early patriotic songs to the rise of Hollywood, pop culture has always shaped and been shaped by the American story. *Pop Culture & American History* explores how art, music, literature, film, fashion, and media reflected and influenced the nation's identity from the Revolutionary era onward. Students will examine how political ideals, social movements, and cultural shifts were expressed through popular trends, from revolutionary pamphlets and minstrel shows to jazz, television, and the digital age. By analyzing primary sources and cultural artifacts, students will gain a deeper understanding of how everyday expressions of culture reveal the values, conflicts, and aspirations of a changing America.

Course Big Ideas:

- Explore the evolution of American popular culture from the 19th century to the present day.
- Examine how entertainment, media, technology, fashion, music, sports, and advertising have shaped and reflected society.
- Analyze the relationship between popular culture and major historical events, movements, and societal changes.
- Investigate how popular culture influences American identity, values, beliefs, and behaviors.
- Evaluate the role of propaganda, consumerism, and media in shaping public opinion.
- Study the impact of civil rights movements, counterculture movements, and social change on popular culture.
- Understand how advancements in technology and communication have transformed the creation and consumption of popular culture.
- Develop critical thinking skills by analyzing historical and contemporary cultural trends.
- Examine how popular culture serves as both a reflection of society and a catalyst for change.
- Assess the lasting influence of popular culture on individuals, communities, and American society as a whole.

Course Essential Questions:

- How has popular culture reflected changes in American society throughout history?
- In what ways does pop culture influence political beliefs, social movements, and public opinion?
- How have technological innovations changed the way Americans create and consume culture?
- How have marginalized groups used pop culture to gain representation and challenge inequality?
- What role does the media play in shaping identity and societal norms?
- How do music, film, television, sports, and digital media impact American values and behaviors?
- To what extent does pop culture unite or divide Americans?
- How has American pop culture influenced global culture over time?

Course Competencies:

- Combining multiple elements to create a new idea or set of ideas. Synthesis includes the examination of context and multi-layered design to develop unique categories to organize information.
- Utilizing information to determine the angle from which information is being presented. Or, the construction of one's own position. Contextualization includes the examination of personal perspective, the examination of a new perspective, and the identification and significance of audience perspective
- Connecting multiple pieces of information and providing an appropriate explanation for the association. Reasoning includes the analysis of connection between coincidence, correlation, and causation of factors.
- Explaining how one component fits within a larger model; or how one component fits within a completely different circumstance. Contextualization includes the examination of connections that exist in a particular situation, and how parts of the topic fit within a bigger picture.

Course Assessments:

- Summative Assessments
- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning/Performance-Based Assessments

Central York School District
Pop Culture and American History
Grade Level: 10-12
Unit 1: Pop Culture of the 19th Century (Pre 1900)
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards:

- 8.3.12.A – Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B – Evaluate the impact of historical documents, artifacts, and places in U.S. history.
- 8.3.12.C – Evaluate how continuity and change have impacted U.S. history.
- 8.3.12.D – Evaluate how conflict and cooperation among groups influenced U.S. history.

Know:

- Origins of American Popular Culture: Foundational forms of American popular culture and how pre-1900 American traditions, entertainment, and media helped shape a shared national identity.
- Industrialization & Urbanization: How industrialization, factory growth, and expanding cities influenced leisure time, public entertainment, and cultural experience in the 19th century.
- Media: The role of newspapers, print media, political cartoons, photography, theater, and entertainment served a significant role in the shaping of public opinion as well as spreading information.
- Immigration: How race, class, and immigration influenced cultural participation in American culture, entertainment, and media.
- Entertainment: The development of Early American entertainment, including vaudeville, minstrel shows, traveling performances, public fairs, sports, and theater, and how entertainment became more accessible.

Understanding/Key Learning:

- Popular culture both reflects and shapes the values, beliefs, conflicts, and priorities of American society.
- Historical events, social movements, and cultural shifts influence the development of popular culture, while popular culture can also drive societal change.
- Industrialization, urbanization, and technological innovation transformed how Americans communicate, consume information, and spend their leisure time.
- Media, entertainment, and advertising have the power to influence public opinion, shape social norms, and impact political and economic decision-making.
- Immigration and cultural diversity have significantly contributed to the development of American popular culture, creating new forms of entertainment, expression, and identity.
- Advances in communication technologies have expanded access to information and connected people across geographic, social, and cultural boundaries.
- Popular culture serves as a lens through which individuals and groups express identity, challenge social norms, and advocate for change.
- The expansion of mass media created shared cultural experiences that united Americans while also highlighting differences in perspectives and experiences.
- Music, film, television, sports, fashion, and digital media both influence and are influenced by the political, economic, and social climate of their time.
- The rise of digital technology and social media has transformed who creates culture, how it is distributed, and how individuals engage with information and one another.
- Understanding popular culture helps individuals become critical consumers of media and recognize the ways culture influences personal beliefs, behaviors, and societal trends.

Do:

- Analyze how industrialization, urbanization, and technological advancements influenced the development of American popular culture and transformed the ways people worked, communicated, and spent their leisure time.
- Interpret and evaluate political cartoons, photographs, advertisements, illustrations, and other forms of visual media to understand how they reflected societal values, attitudes, and historical events.
- Examine the role of newspapers, magazines, and emerging forms of mass media in shaping public opinion, influencing consumer behavior, and creating shared cultural experiences across the nation.
- Compare and contrast the cultural experiences, opportunities, and challenges of various groups in 19th-century America, including immigrants, women, industrial workers, African Americans, and rural and urban populations.
- Use primary and secondary sources to develop historical arguments, draw evidence-based conclusions, and evaluate multiple perspectives on social, political, and cultural issues.
- Evaluate how entertainment, advertising, literature, sports, and other forms of early popular culture reflected the economic, political, and social conditions of American society during the 19th century.
- Investigate how cultural trends and media both reinforced and challenged prevailing social norms, beliefs, and power structures.
- Assess the impact of new technologies and communication methods on the spread of ideas, information, and cultural movements throughout the United States.
- Explain how popular culture served as both a reflection of everyday life and a catalyst for social change during periods of rapid growth and transformation.

Unit Essential Questions:

1. How did popular culture reflect the values, conflicts, and identity of Americans during this era?
2. In what ways did media, entertainment, and technology influence American society during this time period?
3. How did race, class, gender, and politics shape participation in popular culture during this era?

Lesson Essential Questions:

- How did music and media shape American culture during this era of American society?
- What did popular culture reveal about American society during this era?
- How did fashion and consumer culture reflect the values and identity of Americans during this era?
- How did entertainment and technological innovation change American life & society?
- What influence did this era have on present day American culture and society?

Materials/Resources:

1. Library of Congress: https://guides.loc.gov/american-pop-culture
2. Library of Congress (Historical Newspaper Archive): https://www.loc.gov/collections/chronicling-america
3. PBS LearningMedia – Popular Culture Resources: https://witf.pbslearningmedia.org/collection/amex/t/popular-culture/
4. National Museum of American History (Smithsonian): https://americanhistory.si.edu/
5. Harper's Weekly: https://onlinebooks.library.upenn.edu/webbin/serial?id=harpersweekly

Vocabulary:

Popular Culture	Industrialization	Urbanization	Immigration
Mass Media	Newspapers	Political Cartoon	Public Opinion

Photography	Vaudeville	Entertainment	Consumer Culture
Advertisement	Social Class	Leisure	Gilded Age
Technology	Cultural Identity	Nativism	Assimilation

Assessments:

- Project/Problem-Based Learning/Performance-Based Assessments
- Formative Assessments
- Summative Assessments

Central York School District
Pop Culture and American History
Grade Levels: 10-12
Unit 2: Foundational Pop Culture (1900s-1920s)
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards:

- 8.3.12.A – Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B – Evaluate the impact of historical documents, artifacts, and places in U.S. history.
- 8.3.12.C – Evaluate how continuity and change have impacted U.S. history.
- 8.3.12.D – Evaluate how conflict and cooperation among groups influenced U.S. history.

Know:

- Mass Culture: The rise of a shared national culture during the early 1900s & 1920s as Americans became increasingly connected through media, entertainment, consumerism, and technological advancements.
- Media: The growth of radio, silent film, newspapers, and early Hollywood entertainment and how these forms of media shaped public opinion, communication, and American culture.
- Music: The rise of jazz music and the cultural influence of the Harlem Renaissance in shaping American entertainment, artistic expression, and African American cultural identity.
- Consumer Culture: The expansion of advertising, brand marketing, and consumerism during the 1920s as businesses encouraged Americans to purchase goods and embrace new lifestyles.
- Society & Identity: Changing gender roles, youth culture, racial tensions, and immigration restrictions during the era and how social developments influenced American society and popular culture.
- Technology: How technological advancements such as radios, vehicles, motion pictures, and household products transformed communication, entertainment, and everyday life.

Understanding/Key Learning:

- The growth of mass media transformed how Americans consumed entertainment, information, and culture during the given time period.
- Technological advancements helped create a more national culture through the use of various media forms.
- Jazz music & the Harlem Renaissance expanded African American cultural influence and reshaped American art, music, and entertainment.
- Consumer culture and advertising increasingly shaped American identity, values, and lifestyles during the given time period.
- Leisure activities and entertainment became increasingly important parts of everyday American life.
- Popular culture both reflected and influenced social change in American society during the early 20th century.

Do:

- Analyze how radio, silent film, and newspapers influenced American culture during the early 1900s and 1920s.
- Evaluate the impact of jazz music and the Harlem Renaissance on American society and entertainment.
- Interpret advertisements, photographs, film clips, and music as historical sources from the era.
- Explain how consumer culture and advertising influenced American lifestyles and identity during the 1920s.
- Evaluate how popular culture reflected changing social values related to race, gender, immigration, and youth culture during this era of American history.

Unit Essential Questions:

1. How did popular culture reflect the changing values and identity of Americans during the early 1900s and 1920s?
2. In what ways did media, music, and technology influence American society and culture during this era?
3. How did race, gender, immigration, and consumerism shape participation in popular culture during the 1920s?

Lesson Essential Questions:

- How did radio, silent film, and jazz music shape American culture?
- What did popular culture reveal about changing social values and identity during the 1920s?
- How did fashion, advertising, and consumerism reflect the lifestyles and values of Americans?
- How did new forms of entertainment and technology transform everyday American life?
- What influence did this era have on present day American culture and society?

Materials/Resources:

1. Library of Congress: https://guides.loc.gov/american-pop-culture
2. Library of Congress (Historical Newspaper Archive): https://www.loc.gov/collections/chronicling-america
3. PBS LearningMedia – Popular Culture Resources: https://witf.pbslearningmedia.org/collection/amex/t/popular-culture/
4. National Museum of American History (Smithsonian): https://americanhistory.si.edu/
5. Online Internet Archive: https://archive.org

Vocabulary:

Mass Culture	Jazz	Harlem Renaissance	Consumerism
Advertisement	Celebrity Culture	Silent Film	Radio
Flapper	Prohibition	Immigration	Social Norms
Technological Innovation			

Assessments:

- Project/Problem-Based Learning/Performance-Based Assessments
- Formative Assessments
- Summative Assessments

Central York School District
Pop Culture and American History
Grade Level: 10-12
Unit 3: WWII & The Use of Pop Culture Propaganda (1930s-1940s)
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards:

- 8.3.12.A – Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B – Evaluate the impact of historical documents, artifacts, and places in U.S. history.
- 8.3.12.C – Evaluate how continuity and change have impacted U.S. history.
- 8.3.12.D – Evaluate how conflict and cooperation among groups influenced U.S. history.

Know:

- Propaganda: The use of posters, films, radio broadcasts, advertisements, and political messaging to influence public opinion and encourage support for the war effort during WWII.
- Media: The role of radio, newspapers, film, and newsreels in spreading information, shaping public opinion, and building a strong national unity during the 1930s-40s.
- Music: The influence of wartime music, patriotic songs, and big band entertainment in boosting morale as well as shaping American culture during WWII.
- Entertainment: The growth of Hollywood films, comic books, sports, and public entertainment as a form of escapism and national identity during the war era.
- Society & Identity: The impact of WWII on gender roles, racial tensions, Japanese American internment, and the collective experiences of minority groups during the era.
- Consumer Culture: The effects of rationing, war production, and patriotic consumer campaigns on American lifestyles.

Understanding/Key Learning:

- Propaganda and mass media played a major role in shaping public opinion and national identity during WWII.
- Entertainment and pop culture were used to promote patriotism, unity, and support for the war effort.
- Music, film, and comic books reflected the fears, values, and goals of American society during the war era.
- WWII transformed gender roles and expanded opportunities for women in American society and the workforce.
- Minority groups experienced both increased opportunities and continued discrimination during WWII.
- Technological advancements changed how Americans communicated, consumed media, and experienced entertainment.
- Consumer behavior and everyday life were heavily influenced by wartime needs and government policies.
- Pop culture during WWII both reflected and influenced American attitudes about patriotism, sacrifice, and national identity.

Do:

- Analyze how propaganda influenced public opinion and support for WWII in America.
- Evaluate the impact of wartime music, films, comic books, and radio on American culture during the war era.
- Interpret propaganda posters, advertisements, photographs, and media broadcasts as historical sources from the war era.
- Explain how WWII changed gender roles and race relations.

- Evaluate how popular culture reflects patriotism, fear, sacrifice, and national identity.

Unit Essential Questions:

1. How did popular culture reflect American values, fears, and identity during World War II?
2. In what ways did propaganda, media, and entertainment influence public opinion and support for the war effort?
3. How did World War II change American society, culture, and everyday life during the 1930s and 1940s?

Lesson Essential Questions:

1. How did radio, film, music, and propaganda shape American culture and public opinion during WWII?
2. What did popular culture reveal about gender roles, patriotism, race, and national identity during WWII?
3. How did wartime rationing, fashion, and consumer culture reflect the sacrifices and values of Americans during the war era?
4. How did entertainment and technological advancements influence everyday American life during WWII?
5. How did the popular culture of the WWII era influence society at the time and society today?

Materials/Resources:

1. Library of Congress: https://guides.loc.gov/american-pop-culture
2. Library of Congress (Historical Newspaper Archive): https://www.loc.gov/collections/chronicling-america
3. PBS LearningMedia – Popular Culture Resources: https://witf.pbslearningmedia.org/collection/amex/t/popular-culture/
4. National Museum of American History (Smithsonian): https://americanhistory.si.edu/
5. Online Internet Archive: https://archive.org

Vocabulary:

Propaganda	Patriotism	Rationing	War Bonds
Newsreel	Censorship	Big Band	Rosie the Riveter
Internment	Comic Books	Nationalism	Victory Gardens
Allies	Axis Powers	Mass Media	

Assessments:

- Project/Problem-Based Learning/Performance-Based Assessments
- Formative Assessments
- Summative Assessments

Central York School District
Pop Culture and American History
Grade Level: 10-12
Unit 4: Post War America (1950s-1960s)
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards:

- 8.3.12.A – Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B – Evaluate the impact of historical documents, artifacts, and places in U.S. history.
- 8.3.12.C – Evaluate how continuity and change have impacted U.S. history.
- 8.3.12.D – Evaluate how conflict and cooperation among groups influenced U.S. history.

Know:

- Television: The growth of television as a dominant form of entertainment and communication and its influence on American families, politics, and culture during the 1950s.
- Music: The rise of Rock and Roll music and its impact on youth culture, race relations, and generational conflict in post-war America.
- Consumer Culture: The expansion of suburban living (Levittowns), advertising, automobiles, and household products as consumerism became a major part of American identity during the 1950s.
- Celebrity Culture: The emergence of television stars, musicians, athletes, and public figures as mass media expanded celebrity influence in American society.
- Society & Identity: Changing gender roles, conformity, the "ideal" American family, racial segregation, and early Civil Rights Movement.
- Technology: How technological advancements and postwar economic growth changed how Americans communicated, consumed entertainment, and used transportation.
- Entertainment: The growth of drive-in theaters, television programming, sports, and leisure activities.

Understanding/Key Learning:

- Television transformed how Americans consumed entertainment, information, and political messaging.
- Rock and Roll music reflected changing culture and challenged traditional social norms.
- Consumerism and suburbanization became central parts of American identity and culture during the postwar economic boom.
- Popular culture reflected both the conformity and growing social tensions that related to race, gender, and generational changes.
- The early Civil Rights Movement challenged segregation and influenced American media, culture, and entertainment.
- Celebrity culture expanded as television and mass media increased the visibility and influence of public figures.
- Technological advancements changed leisure activities, communication, and everyday life.
- Popular culture during the postwar era in America reflected and influenced values, fears, and identity.

Do:

- Analyze how television and mass media influenced American culture during the 1950s & 60s.
- Evaluate the impact of Rock and Roll music on youth culture and American society during the postwar era.
- Interpret ads, TV clips, images, and music as historical sources from the time period.

- Explain how consumer culture and suburbanization shaped American lifestyles and identity.
- Evaluate how popular culture reflected tensions related to race, gender roles, conformity, and generational conflict.

Unit Essential Questions:

1. How did popular culture reflect American values and identity during the postwar era?
2. In what ways did television, music, and consumer culture influence American society during the 1950s?
3. How did race, gender roles, conformity, and youth culture shape American popular culture during the postwar era?

Lesson Essential Questions:

1. How did television and Rock and Roll music shape American culture during the 1950s?
2. What did popular culture reveal about conformity, gender roles, race, and the "American Dream" during the postwar era?
3. How did fashion, advertising, and consumer culture reflect the lifestyles and values of Americans during the 1950s?
4. How did entertainment and technological advancements change everyday American life during the postwar era?
5. How did the popular culture of the 1950s influence future American culture and society?

Materials/Resources:

1. Library of Congress: https://guides.loc.gov/american-pop-culture
2. Library of Congress (Historical Newspaper Archive): https://www.loc.gov/collections/chronicling-america
3. PBS LearningMedia – Popular Culture Resources: https://witf.pbslearningmedia.org/collection/amex/t/popular-culture/
4. National Museum of American History (Smithsonian): https://americanhistory.si.edu/
5. Online Internet Archive: https://archive.org

Vocabulary:

Television	Rock and Roll	Suburbia	Conformity
Civil Rights Movement	Segregation	Baby Boom	Drive-In Theater
American Dream	Sitcom	Levittown	McCarthyism
Interstate Highway System			

Assessments:

- Project/Problem-Based Learning/Performance-Based Assessments
- Formative Assessments
- Summative Assessments

Central York School District
Pop Culture and American History
Grade Level: 10-12
Unit 5: Civil Rights & The Counterculture Revolution
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards:

- 8.3.12.A – Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B – Evaluate the impact of historical documents, artifacts, and places in U.S. history.
- 8.3.12.C – Evaluate how continuity and change have impacted U.S. history.
- 8.3.12.D – Evaluate how conflict and cooperation among groups influenced U.S. history.

Know:

- Music: The rise of protest music, psychedelic rock, Motown, and other musical movements that reflected political activism, youth rebellion, and culture change during the 1960s & 70s.
- Media: The role of television, newspapers, radio, and live news coverage in shaping public opinion about the Civil Rights Movement, the Vietnam War, and social protest movements.
- Counterculture: The growth of the counterculture movement and how hippies, antiwar activism, and youth rebellion challenged traditional American values and social norms.
- Society & Identity: The impact of the Civil Rights Movement, feminist movements, Native American activism, LGBTQ activism, and antiwar protests on American society and culture.
- Entertainment: The influence of music festivals, television programs, sports, and film in shaping American identity and public discourse during the era.
- Consumer Culture: The expansion of youth-oriented products, fashion trends, music merchandising, and popular culture trends.
- Technology: How advancements in television broadcasting, music recording, and communication technology increased the influence of media and entertainment during the era.
- Celebrity Culture: The role of musicians, athletes, activities, and entertainers in influencing political movements, social activism, and public opinion during the era.

Understanding/Key Learning:

- Popular culture became a major platform for political activism and social change.
- Television and mass media changed how Americans experienced war, protest movements, and national events.
- Music and entertainment reflected growing tensions surrounding race, gender, politics, and generational conflict.
- The counterculture movement challenged traditional American values and encouraged new forms of self-expression and activism.
- Social movements expanded opportunities and visibility for historically marginalized groups in American society.
- Celebrity figures increasingly used their platforms to influence political and social issues during the era.
- Popular culture both reflected and accelerated culture political change.
- Youth culture became a major force in shaping trends, entertainment, and political activism.

Do:

- Analyze how music, TV, and media influenced social and political movements.
- Evaluate the impact of the Civil Rights Movement, counterculture, and protest movements.
- Interpret protests songs, news broadcasts, photographs, ads, and film clips as historical sources.
- Explain how popular culture reflected tensions related to race, gender, war, and generational conflict.
- Evaluate how entertainment and celebrity figures influenced activism, public opinion, and social change.

Unit Essential Questions:

1. How did popular culture reflect social and political change during the 1960s and 1970s?
2. In what ways did music, media, and entertainment influence activism and public opinion during the era?
3. How did race, gender, war, and youth culture shape American identity and popular culture during the 1960s and 1970s.

Lesson Essential Questions:

1. How did protest music, television, and media shape American culture and public opinion during the 1960s and 1970s?
2. What did popular culture reveal about race, gender, war, and generational conflict during the era?
3. How did fashion, youth trends, and consumer culture reflect changing values and identity during the 1960s and 1970s?
4. How did entertainment and advancements in media technology influence American society during the era?
5. How did the popular culture of the 1960s and 1970s influence future American culture and society?

Materials/Resources:

1. Library of Congress: https://guides.loc.gov/american-pop-culture
2. Library of Congress (Historical Newspaper Archive): https://www.loc.gov/collections/chronicling-america
3. PBS LearningMedia – Popular Culture Resources: https://witf.pbslearningmedia.org/collection/amex/t/popular-culture/
4. National Museum of American History (Smithsonian): https://americanhistory.si.edu/
5. Online Internet Archive: https://archive.org

Vocabulary:

Counterculter	Protest Music	Hippie	Woodstock
Feminism	Vietnam War	Psychedelic Rock	Motown
Civil Disobedience	Activism	Peace Movement	Black Power
Chicano Movement	Stonewall	Generation Gap	

Assessments:

- Project/Problem-Based Learning/Performance-Based Assessments
- Formative Assessments
- Summative Assessments

Central York School District
Pop Culture and American History
Grade Level: 10-12
Unit 6: Expansion of Mass Media & Literacy (1980s-1990s)
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards:

- 8.3.12.A – Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B – Evaluate the impact of historical documents, artifacts, and places in U.S. history.
- 8.3.12.C – Evaluate how continuity and change have impacted U.S. history.
- 8.3.12.D – Evaluate how conflict and cooperation among groups influenced U.S. history.

Know:

- Music: The rise of hip-hop, pop music, grunge, and MTV culture and how music reflected changing American identity and youth culture.
- Media: The expansion of cable TV, 24-hour news networks, music videos, and mass entertainment media.
- Technology: The impact of personal computers, video games, the internet, and new communication technologies.
- Celebrity Culture: The growing influence of musicians, athletes, actors, and TV personalities as celebrity culture becomes increasingly commercialized and globalized.
- Society & Identity: The influence of race, gender, politics, and social issues on American culture.
- Consumer Culture: The growth of branding, fast food culture, sneaker culture, shopping malls, and corporate ads.
- Entertainment: The rise of blockbuster films, sitcoms, sports culture, reality TV, and video game entertainment.
- Globalization: How American music, film, fashion, and entertainment expanded globally and increased the worldwide influence of American popular culture.

Understanding/Key Learning:

- Music television and mass media transformed how Americans consumed entertainment and interacted with culture.
- Hip-hop, grunge, and other musical movements reflected social issues, youth identity, and culture change.
- Technological advancements changed communication, entertainment, and the daily lives of Americans.
- Consumer culture and advertising became increasingly influential in shaping identity, trends, and lifestyles.
- Celebrity culture expanded significantly as athletes, musicians, and entertainers became major influences on society and politics.
- Popular culture reflected changing conversation surrounding race, gender, representation, and identity.
- American entertainment and media became increasingly globalized and influential around the world.
- Popular culture during this time period reflected and influenced political, social, and technological change in society.

Do:

- Analyze how MTV, cable television, and mass media influenced American culture during the 1980s and 1990s.
- Evaluate the impact of hip-hop, pop culture, and entertainment on youth identity and American society during the era.

- Interpret music videos, advertisements, television clips, film, and video games as historical sources from the late 20th century.
- Explain how technology and consumer culture changed communication, entertainment, and lifestyles during the era.
- Evaluate how popular culture reflected issues related to race, gender, politics, globalization, and identity during the 1980s and 1990s.

Unit Essential Questions:

1. How did popular culture reflect social, technological, and political change during the 1980s and 1990s?
2. In what ways did music, television, and technology influence American identity and society during the era?
3. How did consumer culture, celebrity influence, and globalization shape American popular culture during the late 20th century?

Lesson Essential Questions:

1. How did MTV, hip-hop, and cable television shape American culture during the 1980s and 1990s?
2. What did popular culture reveal about race, gender, politics, and identity during the era?
3. How did fashion, branding, and consumer culture influence American lifestyles and youth culture during the 1980s and 1990s?
4. How did entertainment and technological advancements change communication and everyday life during the late 20th century?
5. How did the popular culture of the 1980s and 1990s influence future American culture and society?

Materials/Resources:

1. Library of Congress: https://guides.loc.gov/american-pop-culture
2. Library of Congress (Historical Newspaper Archive): https://www.loc.gov/collections/chronicling-america
3. PBS LearningMedia – Popular Culture Resources: https://witf.pbslearningmedia.org/collection/amex/t/popular-culture/
4. National Museum of American History (Smithsonian): https://americanhistory.si.edu/
5. Online Internet Archive: https://archive.org

Vocabulary:

MTV	Hip-Hop	Grunge	Globalization
Branding	Cable Television	Sitcom	Blockbuster
Video Games	Internet	Commercialization	Sneaker Culture
Reality Television	Pop Icon	Mass Consumption	

Assessments:

- Project/Problem-Based Learning/Performance-Based Assessments
- Formative Assessments
- Summative Assessments

Central York School District
Pop Culture and American History
Grade Level: 10-12
Unit 7: Modern Pop Culture (2000s-Present Day)
Time: 10 Days

Standards:

Pennsylvania Social Studies Standards:

- 8.3.12.A – Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B – Evaluate the impact of historical documents, artifacts, and places in U.S. history.
- 8.3.12.C – Evaluate how continuity and change have impacted U.S. history.
- 8.3.12.D – Evaluate how conflict and cooperation among groups influenced U.S. history.

Know:

- Social Media: The rise of social media platforms and how digital communication transformed entertainment, relationships, politics, and everyday life.
- Media: The growth of streaming services, online content creation, podcasts, influencers, and digital news media.
- Technology: The impact of smartphones, social media apps, AI, and internet technology on communication, entertainment, and culture.
- Music: The influence of digital music platforms, viral trends, and online music culture on the music industry on identity.
- Celebrity Culture: The rise of influencers, internet celebrities, athletes, musicians, and online personalities as social media transforms the definition of fame.
- Society & Identity: The role of popular culture in discussion surrounding race, gender, politics, mental health, activism, and identity.
- Consumer Culture: The growth of online shopping, targeted ads, brand deals, influencer marketing, and fast fashion.
- Entertainment: The expansion of streaming platforms, esports, internet humor, memes, reality TV, and social media apps.

Understanding/Key Learning:

- Social media and digital technology transformed how Americans communicate, consume entertainment, and participate in culture.
- Streaming services and online platforms changed how music, TV, film, and media are created and consumed in society today.
- Influencers and online personalities expanded the meaning of celebrity culture and public influence in the digital age.
- Popular culture became increasingly shaped by viral trends, internet communities, and digital communication.
- Technology and social media influenced political activism, public opinion, and social movements.
- Consumer culture and advertising became more personalized and data-driven through social media and other digital platforms.
- Modern popular culture reflects ongoing conversations surrounding race, gender, politics, identity, and mental health.
- Popular culture in the digital age both reflects and influences modern American values, relationships, and society.

Do:

- Analyze how social media and digital technology influenced American culture.
- Evaluate the impact of streaming platforms, influencers, and online entertainment on modern society and identity.
- Interpret social media posts, advertisements, videos, memes, podcasts, and digital media as historical and cultural sources.
- Explain how technology changed communication, entertainment, and consumer behavior.
- Evaluate how popular culture reflects political activism, identity, social issues, and public opinion in the digital age.

Unit Essential Questions:

1. How has digital technology transformed American popular culture during the 21st century?
2. In what ways do social media, streaming platforms, and influencers shape modern American identity and society?
3. How does modern popular culture reflect political, social, and technological change in America today?

Lesson Essential Questions:

1. How have social media, streaming platforms, and digital media changed American entertainment and communication in the 21st century?
2. What does modern popular culture reveal about identity, politics, activism, and social issues in America today?
3. How do influencers, online trends, and digital advertising shape consumer culture and identity in modern America?
4. How have technology and digital entertainment transformed everyday life in the 21st century?
5. How will the popular culture of the digital age influence future American society and culture?

Materials/Resources:

1. Library of Congress: https://guides.loc.gov/american-pop-culture
2. Library of Congress (Historical Newspaper Archive): https://www.loc.gov/collections/chronicling-america
3. PBS LearningMedia – Popular Culture Resources: https://witf.pbslearningmedia.org/collection/amex/t/popular-culture/
4. National Museum of American History (Smithsonian): https://americanhistory.si.edu/
5. Online Internet Archive: https://archive.org

Vocabulary:

Social Media	Streaming	Influencer	Viral
Meme	Podcast	Algorithm	E-Sports
Content Creator	Digital Footprint	Hashtag Activism	Artificial Intelligence
Cancel Culture	Viral Marketing	Online Community	

Assessments:

- Project/Problem-Based Learning/Performance-Based Assessments
- Formative Assessments
- Summative Assessments

Central York School District

Business Basics

Overview

Grade Level: 9-12

Course Description: Business Basics provides students with a broad overview of the functions of the business entity. Students examine and gain an understanding of the basic principles and practices of business, types of business organizations, accounting and marketing.

Course Big Ideas:

- Economic decisions and systems.
- U.S. economics.
- Businesses in the U.S. economy.
- Business plans.
- Basic principles of marketing.
- The accounting equation and how transactions change the accounting equation.
- The impact of business leaders on society.
- Career paths.

Course Essential Questions:

- How do consumers determine wants vs. needs?
- How do economic systems impact the way that a country operates?
- How do supply and demand work together?
- What are the various stages of the economic cycle?
- What is GDP, and what impact does it have on the economics of a country?
- How are the three major types of business ownership similar and different from each other?
- How are the three main types of businesses connected?
- What are the major components of a business plan?
- What drives consumers to buy different products and services?
- What is the basic accounting equation, and how do transactions change it?
- Why is career planning an extensive process?
- How are business leaders an essential part of our community?

Course Competencies:

- Identity and explain consumers wants vs. needs
- Evaluate different economic systems, such as market, command, and mixed economies, and identify their key characteristics.
- Demonstrate how supply and demand work together.
- Foster an understanding of economic indicators like GDP, so students can analyze a country's data.
- Determine when each different form of business ownership would be ideal based on provided scenarios.
- Identify and place in a chart examples of local intermediaries, service, and producers.
- Analyze and explain key components of a business plan.
- Utilize the basic accounting equation to apply the rules of debit and credit for assets, liabilities, owners' equity, revenue, expenses, and withdrawals.
- Explain the process of career exploration.
- Evaluate the use of marketing in businesses.
- Foster an understanding of skills, characteristics, and interests needed to be a business leader through the use of business leader interviews.

Course Assessments:

- In-class assignments
- Presentations
- Projects
- Virtual Restaurant Management Simulation

Central York School District

Business Basics

Grade Level: 9-12

Unit 1: Economic Decisions and Systems

Time: 12 days

Standards:
PA Academic Standards for Business, Computer and Information Technology • 15.6.9-12.A Evaluate the impact of internal and external influences on financial decisions. • 15.6.9-12.B Analyze financial decisions for major purchasing events occurring at different stages in life, systematically considering alternatives and consequences. • 6.1.9-12. A Evaluate the strengths and weaknesses of traditional, command, and market economies. • 6.1.9-12.B Analyze the impact of traditional, command and market economies on the United States economy.
Know:
• The definitions of needs and wants. • The definition of opportunity cost. • The decision-making process. • How decisions impact an economy. • The definition of economic systems. • The similarities and differences of a traditional, mixed, market, and command economy. • The definition of supply and demand. • How supply and demand work together.
Understanding/Key Learning:
• Needs and wants influence decision-making. • Every decision involves an opportunity cost. • Choices made by consumers, businesses, and governments influence economic activity. • Economic systems determine how goods and services are produced, distributed, and consumed. • Traditional, command, market, and mixed economies have both similarities and differences. • The interaction of supply and demand affects the availability and pricing of goods and services.
Do:
• Identify needs vs. wants. • Identify the steps of the decision-making process. • Apply the steps of the decision-making process. • Compare four different types of economies (traditional, command, market, and mixed economy). • Demonstrate how supply and demand work together.

Unit Essential Questions:

- How do individuals make decisions?
- What are the strengths and weaknesses of the traditional, command, market, and mixed economy?
- How do supply and demand work together?

Lesson Essential Questions:

- What are the differences between needs and wants?

- What are the different types of economic resources?
- What are the steps of the decision-making process?
- What are the differences between traditional, mixed, market, and command economies?
- What are the similarities between traditional mixed, market, and command economies?
- How do supply and demand work together?

Materials/Resources:

- Key terminology worksheets
- Opportunity cost worksheet
- Supply and demand worksheet
- Intro to Business textbook
- PowerPoint Notes
- Schoology
- Knowledge Matters (as needed)
- Business leader interviews (as needed)

Vocabulary:

Needs	Wants	Goods	Service
Economic resources	Natural resources	Human resources	Capital resources
Scarcity	Tradeoff	Opportunity cost	Economics
Goods	Services	Production	Economic systems
Command economy	Market economy	Traditional economy	Mixed economy
Consumer	Producer	Demand	Supply
Equilibrium	Market price	Supply curve	

Assessments:

- Daily warm-ups and responses
- Decision-making process videos/presentations
- Four economies presentation
- Opportunity cost worksheet
- Supply and demand worksheet
- Think-pair-share
- Small group discussions
- Whole group discussions
- Project-based learning

Central York School District

Business Basics

Grade Level: 9-12

Unit 2: United States Economics

Time: 12 days

Standards:

PA Academic Standards for Business, Computer and Information Technology

- 6.1.9-12.J. Analyze the relationships between trade, competition, and productivity.
- 6.1.9-12.L. Analyze how consumers and producers participate in the global production and consumption of goods or services.
- 6.2.9-12.A. Analyze the circular flow of products, resources, and money in a mixed economy.
- 6.2.9-12.I. Analyze the role of profits and losses in the allocation of resources in a market economy.
- 6.3.9-12.A. Evaluate the relationship between economic growth and changes in macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.

Know:

- The definition of gross domestic product.
- The components of gross domestic product.
- The four phases of the business cycle (expansion/recovery, peak/prosperity, contraction/recession, and trough/depression).
- The differences between the four phases of the business cycle.
- The difference between inflation and deflation.
- The economic impact of inflation and deflation.
- The different types of interest rates.
- The definition of capital projects.
- Examples of capital projects.
- Appropriate types of investments for businesses.
- Appropriate types of investments for personal use.

Understanding/Key Learning:

- Gross domestic product measures the total economic output.
- Gross domestic product is calculated using four main components: consumption, investment, government spending, and exports minus imports.
- There are four phases of the business cycle: expansion/recovery, peak/prosperity, contraction/recession, and trough/depression.

Do:

- Define gross domestic product.
- Identify the components of gross domestic product (consumption, investment, government spending, and exports minus imports).
- Identify and explain the four phases of the business cycle (expansion/recovery, peak/prosperity, contraction/recession, and trough/depression).
- Explain the differences between inflation and deflation and their impact on the economy.
- Define and provide examples of capital projects.
- Explain different types of investments and tell whether they are appropriate for personal use or business use.

Unit Essential Questions:

- What is gross domestic product?
- What is the business cycle?
- How does inflation and deflation impact an economy?
- What are capital projects?
- What are personal investments?
- What are business investments?

Lesson Essential Questions:

- What is gross domestic product?
- What are the components of gross domestic product?
- What are the four phases of the business cycle?
- What are the differences between the four phases of the business cycle?
- What is inflation?
- What is deflation?
- What is the impact of inflation on the economy?
- What is the impact of deflation on the economy?
- What are capital projects?
- What are examples of capital projects?
- What is the purpose of investments?
- What are the different types of investments?
- How do personal investments differ from business investments?

Materials/Resources:

- How the Market Works
- Key terminology worksheets
- Intro to Business textbook
- PowerPoint Notes
- Schoology
- Knowledge Matters (as needed)
- Business leader interviews (as needed)

Vocabulary:

Economic systems	Gross Domestic Product	Consumer Spending	Business spending
Government spending	Exports	GDP per capita	Unemployed
Labor force	Unemployment rate	Frictional unemployment	Seasonal unemployment
Structural unemployment	Cyclical unemployment	Productivity	Personal income
Retail sales	Business cycle	Prosperity/peak	Recession/contraction
Depression/trough	Recovery/expansion	Inflation	Deflation
Capital project	Bond	Stock	National debt
Budget surplus	Budget deficit		

Assessments:

- Daily warm-ups and responses
- GDP brochure
- Mini poster on stocks
- Think-pair-share
- Small group discussions
- Whole group discussions
- Project-based learning

Central York School District

Business Basics

Grade Level: 9-12

Unit 3: Business in the United States Economy

Time: 7 days

Standards:

PA Academic Standards for Business, Computer and Information Technology:

- 15.4.12.E. Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).
- 15.8.12.B. Analyze the costs and benefits of organizing a business as a sole proprietorship partnership, or corporation.
- 15.8.12.E. Evaluate how businesses are organized to achieve desired goals.

Know:

- The three major types of businesses in the United States (intermediaries, producers, and services).
- The three major forms of business ownership in the United States (Sole proprietorships, partnerships, and corporations).
- The six basic activities completed by all businesses (generating ideas, raising capital, employing and training personnel, buying goods and services, marketing goods and services, and maintaining business records).
- How businesses can be effectively organized.

Understanding/Key Learning:

- Intermediaries, producers, and services are the three major types of businesses in the United States.
- Sole proprietorships, partnerships, and corporations are the three major forms of business ownership in the United States.
- The six basic activities completed by all businesses are generating ideas, raising capital, employing and training personnel, buying goods and services, marketing goods and services, and maintaining business records.
- Businesses must be effectively organized in order to be successful.

Do:

- Identify and explain the three major types of business in the United States.
- List examples of the three major types of businesses in the United States.
- List and define the six basic activities completed by all businesses.
- Explain the importance of a business being organized.
- Explain how a business can maintain organization.
- Create an organizational chart showing how Central York School District's students, staff and administration is organized.

Unit Essential Questions:

- What are the three major types of business in the United States?
- How do individuals determine the best form of business ownership?
- What activities do all businesses complete?
- Why must businesses be organized?

Lesson Essential Questions:

- What are the three main types of businesses?
- How do producers and intermediaries work together?
- What are service businesses?
- What are examples of each of the three main types of businesses?
- What is a sole proprietorship?
- What is a partnership?
- What is a corporation?
- What are the differences between the three main forms of business ownership?
- What are the pros and cons of the three main forms of business ownership?
- What are the six basic activities that all businesses complete?
- Why is it important for businesses to be effectively organized?
- How are businesses effectively organized?

Materials/Resources:

Key terminology worksheets
Intro to Business textbook
PowerPoint Notes
Schoology
Knowledge Matters (as needed)
Business leader interviews (as needed)

Vocabulary:

Contingent worker	Producers	Intermediaries	Services business
Proprietorship	Partnership	Partnership agreement	Corporation
Articles of incorporation	Franchise	Resources	Responsibility
Mission statement	Policies	Procedures	Authority
Accountability	Span of control	Unity of command	Organizational chart
Functional organizational structure	Matrix organizational structure		

Assessments:

- Daily warm-ups and responses
- Types of business charts
- Sweet Opportunities worksheet
- Forms of business ownership mini poster
- Franchise activity
- Organizational chart of the Central York School District project

Central York School District

Business Basics

Grade Level: 9-12

Unit 4: Entrepreneurship and Business Plans

Time: 12 days

Standards:
PA Academic Standards for Business, Computer and Information Technology: • 15.5.12.A. Analyze personal choices in preparation for entrepreneurship. • 15.5.12.B. Evaluate personal management and organizational abilities to succeed in entrepreneurship.
Know:
• The definition of an entrepreneur and entrepreneurship. • The key components of a business plan (executive summary, company overview, market analysis, product details, marketing strategy, operational management, financial projections, and funding requests. • The most common uses of a business plan. • How to analyze and evaluate a business plan.
Understanding/Key Learning:
• Entrepreneurs are risk takers. • The Small Business Administration can help small business owners develop business plans. • Small businesses have advantages and disadvantages. • Business plans are detailed and comprehensive. • Business plans are needed when seeking any form of investment.
Do:
• Define entrepreneurship. • Identify the characteristics necessary to become an entrepreneur. • Identify and analyze the key parts of a business plan. • Evaluate business plan. • Create an original product idea, taking into consideration the key elements of a business plan to get classmates to buy into. • Explain the most common uses of a business plan.

Unit Essential Questions:

- What does it take to be an entrepreneur?
- What are the key elements of a business plan?
- What makes a business plan persuasive to possible investors?

Lesson Essential Questions:

- What is an entrepreneur?
- What is entrepreneurship?
- What are the characteristics of a successful entrepreneur?
- What is a business plan?
- What are the key components of a business plan?
- What is the primary use of a business plan?

Materials/Resources:

- Article on the top 11 reasons for startup business failure
- Intro to Business textbook
- PowerPoint Notes
- Schoology
- Knowledge Matters (as needed)
- Business leader interviews (as needed)

Vocabulary:

Entrepreneur	Entrepreneurship	Business plan	Small business
Executive summary	Business description	Market analysis	Marketing
Sales	Operations management	Funding	Risk management
Business planning	Small Business Administration	Venture capital	

Assessments:

- Daily warm-ups and responses
- Business plan analysis
- Think-pair-share
- Small group discussions
- Whole group discussions
- Project-based learning

Central York School District

Business Basics

Grade Level: 9-12

Unit 5: Marketing

Time: 12 days

Standards:
PA Academic Standards for Business, Computer and Information Technology • 15.9.12.F. Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding product mix, product life cycle, and product positioning. • 15.9.12.I Design a comprehensive promotion plan for a product or a service. • 15.9.12.K. Create a comprehensive marketing plan.
Know:
• The definition of marketing. • The steps in a marketing strategy (defining your goals, understanding your ideal customer, analyzing the competition, determining your unique value proposition (UVP), selecting your channels, executing tactics, and measuring results to refine your approach). • The 4 p's of marketing (product, price, promotion, and place). • How consumer behavior impacts purchasing. • How products are distributed.
Understanding/Key Learning:
• Marketing is visible to businesses by consumers. • Marketing is more than just advertising and selling. • Marketing functions are needed whenever a product or service is sold. • Product, price, promotion, and place influence the items and services purchased by consumers. • Products are widely distributed through the use of channels of distribution.
Do:
• Define marketing. • Identify the 4 p's of marketing. • Define the 4 p's of marketing. • Develop a marketing plan for a product. • Develop a promotion plan for a product. • Explain how channels of distribution work.

Unit Essential Questions:

- What is marketing?
- How is marketing used by companies in order to persuade consumers to buy products and services?
- How does consumer behavior impact purchasing?
- How do channels of distribution work?

Lesson Essential Questions:

- What is marketing?
- What are the 4 p's of marketing?

- How do the 4 p's of marketing work together to persuade consumers to buy products or services?
- What is consumer behavior?
- How does consumer behavior impact purchasing?
- How do products get from one location to another?

Materials/Resources:

- Key terminology worksheets
- Intro to Business textbook
- PowerPoint Notes
- Schoology
- Knowledge Matters (as needed)
- Business leader interviews (as needed)

Vocabulary:

Marketing	Marketing strategy	Target market	Marketing mix
Buying motives	Marketing research	Product	Price
Pricing factors	Complexity	Convenience	Markup
Distribution	Channel of distribution	Promotion	Advertising
Buying motives			

Assessments:

- Daily warm-ups and responses
- Cookie box project
- Think-pair-share
- Small group discussions
- Whole group discussions
- Project-based learning

Central York School District

Business Basics

Grade Level: 9-12

Unit 6: Accounting

Time: 8 days

Standards:
PA Academic Standards for Business, Computer and Information Technology: • 15.1.8.L Identify and classify expenses. • 15.1.8.Q Identify and recognize financial reports and their purpose. • 15.1.8.X Identify and list examples of fixed and variable costs. • 15.1.8.Z Identify the importance of good record keeping for businesses.
Know:
• The basic accounting equations (Assets = Liabilities + Owner's Equity). • Transactions and their effect on the accounting equation. • The purpose of the general journal. • A variety of types of accounting software.
Understanding/Key Learning:
• The fundamental accounting equation is Assets = Liabilities + Owner's Equity. It ensures that a company's financial statements are balanced and helps track the financial health of a business. • Every accounting transaction impacts at least two accounts and keeps the accounting equation balanced. These changes reflect a company's financial position and guide decision-making. • The general journal is used to record all financial transactions in chronological order. It serves as the first step in the accounting cycle and ensures a complete and accurate record of business activities.
Do:
• List and define the parts of the basic accounting equation. • Examine business transactions. • List and apply the rules of debit and credit for assets, liabilities, owners' equity, revenue, expenses, and withdrawals. • Analyze transactions and record them in the general journal. • Use T-accounts to analyze transactions into debit and credit parts. • Analyze the effects of transactions using the accounting equation. • Identify a minimum of three types of accounting software. • Identify the benefits of using accounting software.

Unit Essential Questions:

- What is the role of accounting in business?
- Why must businesses keep accurate financial records?

Lesson Essential Questions:

- What is accounting?
- Why is accounting considered the universal language of business?
- What is the accounting equation, and how is it affected by transactions?

- What is a debit or credit in accounting language?
- What is a general journal?
- What is accounting software?
- What is the importance of accounting software?

Materials/Resources:

- Key terminology worksheets
- Century 21 Accounting
- Schoology
- Knowledge Matters (as needed)
- Business leader interview (as needed)

Vocabulary:

Accounting	Accounting system	Accounting records	Financial statements
Service business	Proprietorship	Asset	Equities
Liability	Owner's equity	Accounting equation	Ethics
Business ethics	Transaction	Account	Account title
Account balance	Capital	Revenue	Sale on account
Expense	Withdrawals		

Assessments:

- Daily warm-ups and responses
- Accounting worksheets
- Accounting software presentation
- Think-pair-share
- Small group discussions
- Whole group discussions
- Project-based learning

Central York School District

Business Basics

Grade Level: 9-12

Unit 7: Careers & Business Leader Interviews

Time: Ongoing throughout the semester

Standards:
PA Academic Standards for Business, Computer and Information Technology • 15.2.12.F. Evaluate various methods for financing a post-secondary education. • 15.2.12.H. Demonstrate appropriate behavior for an interview. • 15.2.12.J. Analyze career goals based on, but not limited to interest, lifestyle, skills, and values in order to transition from high school. • 15.2.12.L. Analyze how personal qualities and behavior apply in the workplace. • 15.2.12.Q. Evaluate the impact of change, work/life balance, and lifelong learning on one's life. • 15.3.12.C. Create a research project based upon defined parameters. • 15.3.12.G. Employ appropriate presentation skills to lead discussions and team activities. • 15.8.12.T. Analyze the impact of different management strategies used by global businesses. **PA Core ELA Standards** • CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks. • CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
Know:
• Characteristics of a business leader. • Skills needed to be a business leader. • There are a variety of career paths that you can choose from. • Career planning is an extensive process. • There are a wide variety of careers in business.
Understanding/Key Learning:
• Business leaders are at the core of any successful business. • There are a variety of paths that you may choose to pursue after high school graduation. • Career planning is extensive and requires a careful look at your current skills and abilities.
Do:
• Complete a 20-minute business leader interview. • Complete Keys to Your Future on EverFi. • Match your current interests and skills with a career to research. • Complete an independent career research project. • Complete a business careers research project.

Unit Essential Questions:

- What is the role of a business leader?
- What does it take to be an effective business leader?
- What makes a career?
- What skills and characteristics are needed to obtain a career in business?

- What skills and abilities are needed to obtain a career in an area that you are interested in pursuing after high school?

Lesson Essential Questions:

- What is a business leader?
- What makes an effective business leader?
- What is a career?
- What is a career path?
- How do your individual interests and skills relate to careers?
- Why is it important to pursue a career that you are passionate about?
- What are your choices for after high school graduation?

Materials/Resources:

- Key terminology worksheets
- EverFi: Keys to Your Future
- PA Career Zone: Interest Profiler and Skills Profiler
- Schoology

Vocabulary:

Ability	Apprenticeship	Aptitude	Associate's degree
Bachelor's degree	Master's degree	Career	Certificate
Entrepreneur	Entry-level job	FASFA	Financial aid
Student loan	Salary	Wage	Income
Interests	Knowledge	Occupation	Occupational outlook
Responsibility	Skill	Specialization	Transferable skill
Leader	Management		

Assessments:

- Daily warm-ups and responses
- Think-pair-share
- Small group discussions
- Whole group discussions
- Project-based learning
- Independent career research project
- Business careers research project

Central York School District

Business Basics

Grade Level: 9-12

Unit 8: Knowledge Matters: Restaurant Management

Time: Ongoing Throughout the Semester

Standards:
PA Academic Standards for Business, Computer and Information Technology • 15.2.12.P. Evaluate conflicts within the workplace and demonstrate procedures to acquire a positive resolution. • 15.9.12.J. Analyze data collection methods when entering into or expanding a market. • 15.9.12.L. Analyze the costs and benefits of using technology in marketing to gain a competitive advantage. • 15.1.8.J. Explain the concept of inventory and its role in business. • 15.1.8.K. Identify and classify revenue. • 15.1.8.T. Identify and give examples of possible financial indicators for various types of business. • 15.1.8.W. Identify and give examples of problems associated with a business not having enough cash on hand. • 15.1.8.L. Identify and classify expenses. • 15.1.8.Q. identify and recognize financial reports and their purpose.
Know:
• Market research is needed before trying to open a new business. • Customers are drawn to a restaurant based on their location, menu, prices, and advertising. • There are many factors that build upon each other to develop and operate a profitable restaurant.
Understanding/Key Learning:
• Attention to detail, a willingness to learn, and commitment are all required to successfully open and operate a profitable restaurant.
Do:
• Complete assignments 1-10 on the Knowledge Matters Restaurant Management course.

Unit Essential Questions:

- What does it take to develop and operate a profitable restaurant?

Lesson Essential Questions:

- How is market research used prior to opening a restaurant?
- How does menu design impact customer choices?
- How does advertising influence customers' decisions to visit a restaurant or not?
- How does pricing impact what customers order and whether or not they choose to dine at a restaurant?
- How does advertising influence consumers to spend money dining out at a restaurant?
- How does proper staffing or lack thereof impact the profitability of a restaurant?
- How does the proper layout of a restaurant, or lack thereof, impact the profitability of a restaurant?

Materials/Resources:

Knowledge Matters: Restaurant Management
Business leader interviews (as needed)

Vocabulary:

Market research	Primary data	Secondary data	Indirect source
Location	Gross profit	Total sales revenue	Asset
Liability	Revenue loss	Sales strategy	Shortage
Print media	Brand awareness	Social media	Location-restricted visual awareness
Website traffic			

Assessments:

- Completed reading quiz for assignments 1-10
- Completed math quiz for assignments 1-10
- Completed sim for assignments 1-10
- *Optional assignments (Replaces final exam if successfully completed with a 100%):* Project 1: Turnaround City

Central York School District

Computer Applications and Web 2.0 Tools

Course Overview

Grade Level: 9-12

Course Description:
In this course, students will learn and apply basic Microsoft Word features (formatting, writing, and editing tools), Microsoft Excel spreadsheet features (formulas, charts), and Microsoft PowerPoint (presentations) features. This course will also explore exciting Web 2.0 tools, as well as learning proper "touch typing" techniques. The class evolves into a "hybrid self-paced" structure where all weekly assignments are due at the end of the week, with each lesson being taught via screencast, which facilitates more student-to-teacher interaction/assistance.

Course Big Ideas:

- Advances in computing technology continually transform how people learn, work, communicate, and solve problems.
- Computer hardware, storage, and input technologies determine how effectively a computer system performs specific tasks.
- Selecting appropriate technology tools and devices requires analyzing needs, efficiency, and the desired outcome.
- Innovators and technology leaders have shaped the development and accessibility of modern computing systems.
- Touch typing and proper ergonomic practices improve speed, accuracy, and long-term efficiency when using computers.
- Standardized input methods and keyboard layouts allow users to interact with digital systems consistently and effectively.
- Effective document creation depends on applying formatting tools and features to communicate information clearly and professionally.
- Spreadsheets allow users to organize, analyze, and interpret data through formulas, functions, and visualizations.
- Digital tools enable users to create, manage, and present information in ways that support academic and workplace productivity.
- Emerging technologies continue to expand opportunities for collaboration, creativity, and innovation in education, business, and everyday life.

Course Essential Questions:

- How has the evolution of computing technology changed the way people live, learn, and work?
- How do hardware, storage, and input technologies affect the performance and capabilities of computer systems?
- How can selecting the right digital tools improve productivity and task efficiency?
- Why are proper typing techniques and ergonomic practices important for effective computer use?
- How can digital tools be used to organize, analyze, and communicate information effectively?
- How do emerging technologies continue to influence education, business, and everyday life?

Course Competencies:

- Explain how the development of computing technology has influenced modern society.
- Compare early computer systems with modern computers in terms of size, speed, capabilities, and limitations.
- Identify common computer hardware components and describe their functions.
- Differentiate between hardware and software and explain their roles in a computer system.
- Select appropriate input devices and storage technologies based on defined needs or tasks.

- Explain how influential technology leaders contributed to the growth and accessibility of computing.
- Demonstrate proper typing techniques, including correct finger placement and posture.
- Apply touch typing strategies to improve typing speed and accuracy.
- Measure and track typing performance using words-per-minute (WPM) and accuracy metrics.
- Create and format professional documents using word processing software features.
- Apply document formatting tools such as tables, tabs, text boxes, and alignment to organize information effectively.
- Use file management techniques to save, retrieve, rename, and organize digital files.
- Format spreadsheet data using alignment, fonts, borders, colors, and number/date formatting.
- Apply formulas and mathematical operations using cell references to perform calculations in spreadsheets.
- Use spreadsheet functions to analyze and summarize data.
- Organize and manipulate spreadsheet data using sorting, tables, Autofill, and row or column adjustments.
- Create charts and visual representations to interpret and communicate spreadsheet data.
- Design and deliver digital presentations using formatting, graphics, hyperlinks, and animation to communicate ideas effectively.

Course Assessments:

- B.E. Publishing in-class assignments
- Quizzes
- Tests

Central York School District

Computer Applications and Web 2.0 Tools

Grade Level: 9-12

Unit 1: Introduction to the History of Computers

Time: 2 days

Standards:

PA Academic Standards for Business, Computer and Information Technology:

- 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success.
- 15.4.12.C Develop criteria for analyzing hardware options to meet defined needs.
- 15.4.12.D Evaluate emerging input technologies.

National Standards for Business Education:

- Identify devices appropriate for specific tasks.
- Identify the components of devices.
- Explain the purpose, operation, and care of devices and components.
- Identify storage options.
- Compare and contrast various storage devices (e.g., local, removable, remote, cloud).
- Select appropriate input technology to optimize performance.
- Explain how information technologies meet human needs and affect the quality of life.

Know:

- The names of the first computing systems, along with their size and capabilities.
- The difference between input and output devices.
- The difference between hardware and software.
- The difference between RAM and ROM.
- The importance Steve Jobs and Bill Gates had on the computing world.

Understanding/Key Learning:

- The development of computing technology—from early mechanical devices to modern digital systems—continually transforms how people learn, work, and communicate.
- Innovations in hardware components, storage, and input/output technologies determine a computer's performance and functionality.
- Selecting appropriate hardware, storage, and input devices requires analyzing needs, tasks, and efficiency.
- Individuals such as Steve Jobs and Bill Gates played pivotal roles in advancing computer accessibility, usability, and global adoption.
- Emerging technologies not only improve productivity and communication but also reshape social, educational, and economic opportunities.

Do:

- Compare early computers' size, capabilities, and limitations with modern systems.
- Identify devices, distinguish hardware from software, and explain their purpose and care.
- Determine which input devices and storage options best meet defined tasks or needs.
- Explain how contributions from visionaries like Steve Jobs and Bill Gates shaped computing and everyday life.
- Discuss how emerging technologies improve educational, personal, and business outcomes.

Unit Essential Questions:

- How have computers evolved over time, and what impact has this evolution had on society, work, and daily life?
- How do hardware, software, and input/output technologies work together to meet human and business needs?
- What role do innovators and emerging technologies play in shaping the future of computing and information technology?

Lesson Essential Questions:

- How has the computer evolved in the past 50 years?
- What are input devices?
- What are output devices?
- What is the difference between hardware and software?
- What is the ENIAC?
- How was Steve Jobs and Bill Gates influential to the evolution of computers?

Materials/Resources:
iPad, Introduction to the History of Computers webquest

Vocabulary:

Silicon chips	ENIAC	Windows OS	Apple OS
RAM	ROM	Processor	Memory
Memory	Input device	Output device	Central Processing Unit (CPU)
Supercomputer	Desktop computer	Mobile computer	System software
Operating software	Kilobyte	Megabyte	Gigabyte
Terabyte			

Assessments:
Webquest
Introduction to Computers Quiz handout

Central York School District

Computer Applications and Web 2.0 Tools

Grade Level: 9-12

Unit 2: Typing Simulation

Time: 6 weeks

Standards:

PA Academic Standards for Business, Computer and Information Technology:

- 15.4.12.A: Apply the creative and productive use of emerging technologies for educational and personal success.
- 15.4.12.C: Develop criteria for analyzing hardware options to meet defined needs.
- 15.4.12.D: Evaluate emerging input technologies.

National Standards for Business Education:

- Focus on developing proper keyboarding techniques, including correct finger placement and posture.
- Identify appropriate input technology for various tasks.
- Describe ergonomic issues related to input technologies.

Know:

- The definition of touch typing.
- The benefits of touch typing.
- The five techniques of proper touch typing.
- The proper home row position.
- How to calculate Words-Per-Minute (WPM).
- What a QWERTY keyboard is.

Understanding/Key Learning:

- Touch typing improves efficiency and accuracy in digital communication, enhancing both educational and professional productivity.
- Proper finger placement, posture, and home row positioning reduce ergonomic risks and support long-term computer use.
- Different input technologies are designed to meet specific tasks, and selecting the appropriate device optimizes performance.
- Words-Per-Minute (WPM) is a measurable way to track typing skill development and improvement over time.
- The QWERTY keyboard layout and touch typing techniques provide a standardized method for interacting with computers effectively.

Do:

- Practice proper touch typing techniques by maintaining correct finger placement, posture, and home row positioning.
- Use a QWERTY keyboard efficiently to increase speed and accuracy in typing tasks.
- Measure and track typing progress by calculating Words-Per-Minute (WPM) and monitoring improvement over time.
- Select the most appropriate input technology for different tasks to optimize performance and efficiency.
- Apply ergonomic principles while typing to reduce strain and maintain long-term comfort during computer use.

Unit Essential Questions:

- How does mastering touch typing improve productivity in both educational and professional settings?
- Why is proper finger placement, posture, and home row technique important for long-term computer use?
- How do different input technologies support various tasks, and how do we choose the right one?
- In what ways can typing speed and accuracy be measured and improved over time?
- How does understanding keyboard layout and touch typing techniques contribute to effective digital communication?

Lesson Essential Questions:

- What are the five key techniques of proper touch typing, and how do they affect typing efficiency?
- How does maintaining proper posture and ergonomics while typing prevent strain and injury?
- How is Words-Per-Minute (WPM) calculated, and why is it a useful measure of typing skill?
- How does using a QWERTY keyboard efficiently support accurate and productive typing?
- What strategies can be used to select the most appropriate input technology for a given task?

Materials/Resources:
iPad, projector, www.Typing.com

Vocabulary:

Touch typing	Words-per-minute (WPM)	QWERTY keyboard

Assessments:
www.Typing.com simulation

Central York School District

Computer Applications and Web 2.0 Tools

Grade Level: 9-12

Unit 3: Microsoft Word

Time: 8 weeks

Standards:

PA Academic Standards for Business, Computer and Information Technology:

- 15.4.12.A Apply the creative and productive use of emerging technologies for educational and
- personal success.
- 15.4.12.C Develop criteria for analyzing hardware options to meet defined needs.
- 15.4.12.D Evaluate emerging input technologies.

National Standards for Business Education:

- Use technology to achieve academic success and lifelong learning.
- Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum.
- Use collaborative application tools to support learning.
- Select appropriate input technology to optimize performance.
- Apply a variety of input technologies to maximize productivity.
- Use a variety of input technologies to optimize academic and workplace performance.
- Create media using a variety of input technologies.

Know:

- How to use the most common features from the home ribbon.
- Vocabulary associated with Microsoft Word and its features.
- How to create documents for varying forms of communication- newsletters, letters, websites.
- How to appropriately conduct office communication, e.g., written, verbal, virtual.

Understanding/Key Learning:

- Mastering document formatting and input technologies enhances productivity and professional communication.
- Proper use of Word features, such as tables, tabs, text boxes, and ribbons, enables efficient creation and organization of complex documents.
- Choosing appropriate tools and input technologies allows tasks to be completed more accurately and effectively.
- Applying creative and collaborative features in documents supports both academic and workplace success.
- Understanding and following standard formatting conventions ensures documents are professional, readable, and suitable for various purposes.

Do:

- Use Word features like Home ribbon tools, Find and Replace, Show/Hide, tabs, and margins to format documents efficiently.
- Create and manipulate tables by inserting/deleting rows, merging cells, sorting text, using formulas, and formatting text direction.
- Design professional documents, including newsletters, business letterheads, and block-format letters, using

text boxes, columns, and graphics.
- Apply advanced formatting such as wrapping text around images, justifying text, and grouping objects for polished document layouts.
- Integrate input technologies effectively to maximize productivity, including hyperlinks, drawing tools, and collaborative editing features.

Unit Essential Questions:

- How do the tools and features in Word improve document efficiency, organization, and presentation?
- Why is it important to select appropriate input technologies for different academic and professional tasks?
- How does proper document formatting influence readability, professionalism, and communication?
- In what ways can creative and collaborative features enhance learning and workplace productivity?
- How can understanding Word features and input technologies support lifelong learning and career readiness?

Lesson Essential Questions:

- What are the most effective ways to use the Home ribbon tools for document formatting?
- How do you create and format tables to organize and present data clearly?
- What techniques ensure professional and visually appealing business letters or newsletters?
- How do advanced formatting features, like wrapping text or grouping objects, improve document presentation?
- How can hyperlinks, drawing tools, and other input technologies be used to enhance academic or professional documents?

Materials/Resources:

Laptop, projector, B.E Publishing handout, teacher-created screencast videos

Vocabulary:

Ribbon	Formatting	Margins	Textbox
Bullets	Table	Wrap text	Letterhead
Block letter format	Business letter format	Row	Formula
Text direction	Hyperlink	Newsletter	

Assessments:

B.E Publishing document assignments, quizzes, tests

Central York School District

Computer Applications and Web 2.0 Tools

Grade Level: 9-12

Unit 4: Microsoft Excel

Time: 8 weeks

Standards:

PA Academic Standards for Business, Computer and Information Technology:

- 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success.
- 15.4.12.C Develop criteria for analyzing hardware options to meet defined needs.
- 15.4.12.D Evaluate emerging input technologies.

National Standards for Business Education:

- Use technology to achieve academic success and lifelong learning.
- Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum.
- Use collaborative application tools to support learning.
- Select appropriate input technology to optimize performance.
- Apply a variety of input technologies to maximize productivity.
- Use a variety of input technologies to optimize academic and workplace performance.
- Create media using a variety of input technologies.

Know:

- How to use the most common features from the home ribbon.
- Vocabulary associated with Microsoft Excel and its features.
- How to create spreadsheets.
- How to use spreadsheets to create data charts and enhancements.

Understanding/Key Learning:

- Formatting and structuring spreadsheet data to improve clarity through alignment, fonts, cell sizing, number/date formats, colors, and borders.
- Managing files and page layout to produce professional spreadsheet documents through saving, retrieving, renaming, and adjusting print settings.
- Applying formulas and mathematical operations to perform accurate calculations using cell references and the proper order of operations.
- Using built-in functions for data analysis to summarize, evaluate, and interpret numerical information.
- Organizing and manipulating spreadsheet data through sorting, Autofill, table formatting, and row/column management.
- Visualizing and interpreting data through chart creation, enhancement, and conditional logic in Microsoft Excel.

Do:

- Format and structure spreadsheet data using alignment, fonts, sizing, number/date formats, colors, and borders to improve readability.
- Manage files and page layout by saving, retrieving, renaming files, and adjusting print settings for professional

output.

- Apply formulas and mathematical operations to perform calculations using cell references and correct order of operations in Microsoft Excel.
- Use built-in functions to summarize and analyze data, including totals, averages, counts, and statistical measures.
- Organize and manipulate spreadsheet information by sorting data, using Autofill, formatting tables, and adjusting rows and columns.
- Create and enhance charts to visually represent data and support interpretation and decision-making.

Unit Essential Questions:

- How does effective formatting improve the clarity and usability of spreadsheet data in Microsoft Excel?
- How can formulas and functions be used to analyze data and solve real-world problems?
- What strategies make spreadsheet data easier to organize, manage, and interpret?
- How does visualizing data with charts influence understanding and decision-making?
- Why is proper file management and page setup important when creating professional spreadsheet documents?
- How can spreadsheets in Microsoft Excel be used to model situations and support informed decision-making?

Lesson Essential Questions:

- How can formatting tools be used to make spreadsheet information clearer and easier to read in Microsoft Excel?
- How do formulas and functions help perform accurate calculations and analyze data?
- How can sorting and organizing data improve efficiency and understanding?
- How do charts help communicate information and reveal patterns in data?

Materials/Resources:

Laptop, projector, B.E Publishing handout, teacher-created screencast videos

Vocabulary:

Cell	Spreadsheet	Column	Row
Active cell	Cell address	Name box	Formula bar
Block of cells	Data	Range	Formula
Function	Autofill	Table	Chart
Page	Margin	Text wrap	Median
Mode	Condition	Future value	

Assessments:

B.E Publishing document assignments, quizzes, tests

Central York School District

Computer Applications and Web 2.0 Tools

Grade Level: 9-12

Unit 5: Microsoft PowerPoint

Time: 2 weeks

Standards:

Academic Standards for Business, Computer and Information Technology:

- 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success.
- 15.4.12.C Develop criteria for analyzing hardware options to meet defined needs.
- 15.4.12.D Evaluate emerging input technologies.

National Standards for Business Education:

- Use technology to achieve academic success and lifelong learning.
- Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum.
- Use collaborative application tools to support learning.
- Select appropriate input technology to optimize performance.
- Apply a variety of input technologies to maximize productivity.
- Use a variety of input technologies to optimize academic and workplace performance.
- Create media using a variety of input technologies.

Know:

- How to use the most common features from the home ribbon.
- Vocabulary associated with Microsoft PowerPoint and its features.
- How to create presentations.
- How to use spreadsheets to convey information for different purposes.

Understanding/Key Learning:

- Effective use of presentation software enhances communication and supports academic and workplace productivity.
- Selecting and applying appropriate technology tools helps users complete tasks more efficiently and professionally.
- Formatting elements such as text, colors, tables, and backgrounds improve the clarity and visual impact of information.
- Input technologies and software features allow users to create, organize, and present information in multiple ways.
- Digital presentation tools support collaboration, creativity, and the communication of ideas across academic and professional settings.

Do:

- Format text and apply bullets to organize information clearly on presentation slides.
- Modify slide appearance by changing text color, background color, and applying a custom color scheme.
- Insert and format tables to present information in an organized visual format.
- Create interactive elements by inserting hyperlinks within a presentation.

- Apply presentation features and input tools such as animated bullets, graphic backgrounds, and the arrow tool to enhance communication and visual impact.
- Insert and manipulate visual elements such as graphics and backgrounds to improve the design and effectiveness of a presentation.

Unit Essential Questions:

- What makes a digital presentation clear, organized, and visually effective?
- How do formatting and design choices impact how an audience understands information?
- How can different input technologies help users work more efficiently with digital tools?
- How can presentation software be used to share information in academic and workplace settings?
- How do design elements such as color, tables, graphics, and animation enhance communication?

Lesson Essential Questions:

- How can formatting text and bullets make information easier to read and understand?
- How do color choices affect the look and effectiveness of a presentation?
- How can tables help organize and present information clearly?
- How can hyperlinks make a presentation more interactive and useful?
- How can graphics, backgrounds, and animations improve the visual impact of a slide?

Materials/Resources:

Laptop, projector, B.E Publishing handout, screencast videos

Vocabulary:

Presentation	Slide	Bullet	Background
Table	Animation	Hyperlink	Color scheme
Arrow tool			

Assessments:

B.E Publishing documents, quizzes, and tests.

Central York School District

Personal Finance

Course Overview

Grade Level: 9-12

Course Description:
This course equips students with the knowledge and skills necessary to make informed and responsible financial decisions. Topics include setting financial goals, understanding net worth, career exploration, income and taxes, everyday banking, responsible credit use, budgeting, identity theft prevention, insurance, and retirement and investing strategies. Personal Finance focuses on developing financial literacy through real-world applications and decision-making scenarios that prepare students for personal and professional financial success.

Course Big Ideas:

- Career and Continuing Education
- Net Worth
- Banking and Credit
- Investments
- Insurance
- Budgeting
- Paycheck and Taxes

Course Essential Questions:

- How does an individual's choice of career and commitment to continuing education serve as the primary driver for their long-term earning potential and human capital?
- What is the significance of tracking net worth, and how does the relationship between assets and liabilities determine an individual's overall financial health?
- How do banking choices and the strategic use of credit influence a person's ability to borrow money affordably and achieve major financial milestones?
- In what ways do various investment vehicles and the power of compounding interest allow an individual to grow wealth and outpace the effects of inflation over time?
- How does a comprehensive insurance and budgeting strategy protect a household from financial ruin while ensuring that daily expenses align with long-term goals?
- How do the deductions on a paycheck, including various federal and state taxes, impact an individual's net income and their ability to create a functional spending plan?

Course Competencies:

- Evaluate the relationship between educational attainment, specialized skills, and lifetime earning potential to inform career selection.
- Calculate the difference between gross and net income by identifying mandatory tax withholdings and voluntary deductions.
- Explain the purpose of federal, state, and local taxes and how they fund public goods and services.
- Design a personalized spending plan that categorizes fixed and variable expenses while prioritizing savings goals.
- Calculate personal net worth by auditing total assets and liabilities to track financial progress over time.
- Identify how marketing, peer pressure, and "lifestyle creep" impact budgeting decisions and long-term wealth.
- Evaluate the features, fees, and services of various banking entities, such as commercial banks and credit unions.
- Explain the factors that determine credit scores and the long-term financial impact of maintaining high-quality

credit.

- Compare the total cost of different borrowing methods, including credit cards, student loans, and mortgages, considering interest rates and terms.
- Compare the risk-to-return profiles of various asset classes, including stocks, bonds, and mutual funds.
- Demonstrate how compound interest and early investing contribute to long-term wealth accumulation and retirement readiness.
- Select appropriate insurance coverages to protect against financial loss while determining the optimal balance between premiums and deductibles.

Course Assessments:

- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9-12

Unit 1: Goal Setting/ Net Worth

Time: 2 Week

Standards:

PA Academic Standards for Personal Finance:

- 17.4.9-12.A Calculate a person's net worth given their assets and liabilities.
- 17.1.9-12.A Determine the financial impact of various long-term goals (eg lifestyle, family, education)
- 17.1.9-12.B Apply a systematic decision-making process, including opportunity costs, to setting and achieving financial goals.
- 17.1.9-12.C Analyze the impact of various factors on a person's financial mindset and decisions.
- 17.1.9-12.E Assess the value of sharing financial goals and information with others.
- 17.4.9-12.B Develop a savings plan for accomplishing personal short- and long-term financial goals.

Know:

- Definitions and relationships among assets, liabilities, and net worth.
- Net Worth = Total Assets – Total Liabilities.
- Financial goals - short-term and long-term goals.
- Communication about financial goals with family members or friends.

Understanding/Key Learning:

- Assets, liabilities, and net worth are interconnected, and understanding these relationships helps evaluate personal financial health and make informed money decisions.
- Net worth, calculated by subtracting total liabilities from total assets, provides a snapshot of financial stability and can guide planning for future goals.
- Short-term and long-term financial goals help prioritize spending, saving, and investing, making it easier to achieve desired outcomes over time.
- Communicating financial goals with family members or friends builds accountability, encourages collaboration, and supports better financial decision-making.

Do:

- Define the terms assets, liabilities, and net worth.
- Identify examples of personal assets (e.g., cash, car, savings, investments).
- Identify examples of personal liabilities (e.g., loans, credit card debt, mortgage).
- Apply the net worth formula: Net Worth = Total Assets – Total Liabilities.
- Calculate a person's net worth using real or simulated financial data.
- Interpret the meaning of a positive or negative net worth.
- Analyze how changes in assets or liabilities affect net worth over time.
- Evaluate strategies to improve personal net worth.
- Distinguish between items that increase wealth and those that represent debt.
- Set realistic timelines for achieving long-term milestones.
- Define your financial goals (short and long-term).
- Analyze opportunity costs — what you give up when you make one choice over another.
- Reflect on how your background, culture, and family influence your money attitudes.

- Recognize how media, peers, and social norms can shape spending habits.
- Communicate financial goals openly with family or partners.
- Identify specific savings goals and set target amounts and deadlines.

Unit Essential Questions:

- Why is it important to make goals?
- What is the difference between assets and liabilities?
- How do you compare net worth to wealth?

Lesson Essential Questions:

- How does a person's net worth calculation (Assets−Liabilities) serve as a financial report card, and what does a negative net worth truly signify?
- What is the financial impact of prioritizing a long-term goal like a luxury lifestyle versus saving for a child's education, and how should these goals be weighted?
- When setting a major financial goal (e.g., buying a house), how should the opportunity cost of the required monthly savings be factored into the decision-making process?
- What are the key steps in a systematic decision-making process for a major financial decision, and how does this process prevent impulsive choices?
- How do external factors (e.g., economic recessions, social media trends) and internal factors (e.g., upbringing, fear of failure) shape a person's financial mindset and spending habits?
- What is the value and risk of sharing detailed financial goals and information with a partner, family member, or trusted friend?
- Beyond the dollar amount, how can the debt-to-asset ratio or liability structure (e.g., consumer debt vs. mortgage debt) reveal more about a person's overall financial health than net worth alone?
- How does the liquidity of a person's assets affect the usefulness of their net worth figure, especially during a financial emergency?

Materials/Resources:

Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/Ipad, NGPF

Vocabulary:

Net Worth
Assets
Liabilities
Financial Goal
Long-Term Goal
Financial Impact
Cash Flow
Decision-Making
Opportunity Cost
Trade-Off
Financial Mindset
Risk Tolerance
Loss
Accounting
Financial Self-Control
Accountability
Compound Interest
Cash
Monetary asset
Tangible asset
Investment
Expenses

Assessments:

- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9-12

Unit 1: Paychecks/Taxes

Time: 2 Weeks

Standards:

PA Academic Standards for Personal Finance:

- 17.2.9-12.A Explain various types of income (e.g., earned, unearned, passive, active) and their sources (e.g., work, rentals, investments, government programs).
- 17.2.9-12.F Explain the impact of employee benefits (e.g., health insurance, retirement savings plans, education reimbursement programs) on an individual's finances.
- 17.2.9-12.G Analyze the financial impact of a person's decision to own a business, work as an independent contractor, or be employed.
- 17.2.9-12.H Calculate the impact of taxes and payroll deductions on income.
- 17.2.9-12.I Complete various federal, state, and local tax forms.
- 17.3.9-12.M Justify a decision to participate in or forgo a fundraising effort based on the organization and cause.

Know:

- Income Types and Sources (Earned, Unearned, Passive, Investment)
- Employee Benefit Analysis (Health insurance, 401(k) matching, tuition)
- True Compensation Valuation
- Employment Structure Financial Impact (Employee vs. Contractor vs. Business Owner)
- Net vs. Gross Pay Calculation
- Tax and Payroll Deductions (Mandatory and Voluntary)
- Tax Compliance and Form Familiarity (W-4, W-2, 1040)
- Self-Employment Tax Responsibility
- Financial Citizenship Decision-Making
- Fundraising Effort Justification

Understanding/Key learning

- Understanding personal wealth requires distinguishing between four types of income (earned, unearned, passive, and investment) and recognizing that employment structure (employee vs. contractor) dramatically changes your financial responsibility for taxes and benefits.
- The calculation of net income is essential, requiring knowledge of payroll deductions and the ability to complete basic tax forms. A person's true financial health depends on accurately calculating the impact of mandatory taxes on gross earnings.
- A core understanding of your paycheck is that your net pay (the money you take home) is the gross pay (total earnings) minus mandatory and voluntary payroll deductions (like taxes and benefit contributions).

Do:

- Differentiate the sources and characteristics of earned, unearned, passive, and investment income.
- Evaluate the financial and health protection value of various employee benefits like insurance and retirement matching.
- Determine your true compensation by summing your salary, wages, and the employer's contributions to

benefits.

- Analyze the financial impact and tax responsibilities associated with being an employee, independent contractor, or business owner.
- Calculate the precise difference between gross pay and net pay after accounting for all deductions.
- Identify and categorize all mandatory and voluntary payroll deductions that reduce take-home income.
- Complete and understand the purpose of essential tax forms such as the W-4, W-2, and 1040.
- Internalize the distinct responsibility for calculating and submitting self-employment taxes (FICA and income tax).
- Apply a systematic process to make informed financial citizenship decisions regarding charitable giving.
- Justify the decision to donate or forgo a fundraising effort based on the organization's transparency and mission.

Unit Essential Questions:

- How is a person's actual take-home money determined, and what is the personal financial responsibility that comes with it?
- How should one apply financial analysis to all money decisions, from classifying income to giving charitably?
- How can individuals ensure tax compliance and maximize their net income by accurately completing key forms (W-4, W-2, 1040) and understanding the distinction between employee and self-employment tax responsibilities?

Lesson Essential Questions:

- What are the key distinctions between earned, unearned, passive, and investment income, and how do these differences impact a person's financial planning?
- How can a worker calculate their true compensation by evaluating the hidden monetary value of employee benefits(e.g., health insurance, 401(k) match) alongside their salary or wages?
- What are the major tax and financial responsibilities that change when a person moves from being a traditional employee to an independent contractor or a small business owner?
- How does one accurately calculate their net (take-home) pay by factoring in all mandatory and voluntary payroll deductions from their gross earnings?
- What are the specific mandatory payroll deductions (like Federal Income Tax and FICA) versus voluntary deductions, and what purpose does each serve?
- Why is it crucial to correctly complete and understand the purpose of essential tax forms such as the W-4 (for withholding) and the W-2 (for annual income reporting)?
- What is the distinct and critical tax responsibility a self-employed individual must internalize regarding the calculation and submission of self-employment taxes?
- How can understanding the basics of the 1040 tax form help an individual ensure they are meeting all federal tax compliance requirements?
- What systematic decision-making process should be used to make informed financial citizenship decisions regarding charitable giving?
- How does one effectively justify a decision to donate or not donate to a cause based on the organization's mission, transparency, and financial efficacy?

Materials/Resources:

Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/iPad, NGPF

Vocabulary:

Earned Income
Unearned Income
Passive Income
Investment Income
Gross Pay
Net Pay
Payroll Deduction
Mandatory Deduction Voluntary Deduction
Employee Benefits
True Compensation
401(k) Matching
Employee
Independent Contractor
Self-Employment Tax
FICA Tax
W-4 Form
W-2 Form

Form 1040
Tax Withholding
Tax Compliance

Adjusted Gross Income (AGI) Tax Liability
Tax Refund

Charitable Giving
Financial Citizenship Fundraising
Discretionary Income
Cost of Living

Assessments:

- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9-12

Unit 3: Banking

Time: 3 Weeks

Standards:

PA Academic Standards for Personal Finance:

- 17.1.9-12.D Evaluate strategies for dealing with behavioral biases (E.G., LOSS AVERSION, EXPERIENTIAL BIAS, MENTAL ACCOUNTING) and other obstacles to managing personal finances.
- 17.1.9-12.F Compare various financial service providers (e.g., banks, credit unions, check cashers, brokerage firms) and the types of accounts and services each provides.
- 17.1.9-12.G Communicate the process of opening financial accounts and the factors to consider when selecting financial institutions and professionals.
- 17.1.9-12.H Evaluate the use of financial technology to access financial services and make financial decisions
- 17.1.9-12.I Develop a system for documenting and organizing personal financial records, both paper and electronic.
- 17.1.9-12.K Explain the role of various state and federal financial regulators and consumer protection agencies.
- 17.1.9-12.L Describe the issues addressed by various laws and regulations that impact or safeguard a person's finances.
- 17.3.9-12.G Compare the effects of using various payment methods when making purchases.
- 17.3.9-12.H Compare various approaches to paying bills, including making automated payments and ensuring bills are paid on time.
- 17.3.9-12.I Describe the impact of technology on payment methods and how it influences spending.
- 17.4.9-12.C Compare the features of various savings vehicles (e.g., savings accounts, certificates of deposit, money market accounts) and the interest rates offered by several institutions.

Know:

- Behavioral biases (e.g., loss aversion, experiential bias, mental accounting).
- Strategies for managing behavioral biases and other obstacles to financial decision-making.
- Financial service providers (banks, credit unions, check cashers, brokerage firms).
- Types of financial accounts and services offered by institutions.
- Factors for selecting financial institutions and professionals.
- Processes for opening financial accounts.
- Systems for documenting and organizing personal financial records (paper and electronic).
- State and federal financial regulators and consumer protection agencies.
- Laws and regulations impacting or safeguarding personal finances.
- Payment methods (cash, checks, debit, credit, digital wallets) and their effects.
- Approaches to paying bills, including automated and on-time payment strategies.
- Technology's impact on payment methods and spending behaviors.
- Savings vehicles (savings accounts, certificates of deposit, money market accounts).
- Interest rates offered by various financial institutions.

Understanding/Key Learning:

- Behavioral biases affect financial decision-making and can influence how money is managed.
- Recognizing and managing behavioral biases is important for making rational financial choices.
- Different financial service providers meet different needs, and understanding these differences supports

informed decision-making.

- Various types of financial accounts and services play distinct roles in achieving personal financial goals.
- Selecting financial institutions and financial professionals requires careful consideration of factors such as fees, services, and reputation.
- Opening financial accounts successfully involves understanding the required steps and documentation.
- Financial technology can provide benefits and limitations when managing money and making financial decisions.
- Maintaining organized personal financial records supports effective planning, accountability, and decision-making.
- State and federal financial regulators and consumer protection agencies serve important functions in safeguarding finances.
- Laws and regulations exist to protect personal finances and ensure fair treatment in financial matters.
- Different payment methods affect spending habits, budgeting, and overall financial management.
- Using various approaches to paying bills, including automation and timely payment, offers advantages for financial stability.
- Technology influences payment choices and can impact spending behavior.
- Different savings vehicles have distinct features, advantages, and limitations that affect financial planning.
- Interest rates on savings influence the growth of funds and the ability to achieve financial goals.

Do:

- Identify common behavioral biases and explain how they can impact financial choices.
- Apply strategies to reduce the impact of behavioral biases in financial decision-making.
- Compare financial service providers and the services they offer.
- Analyze and choose accounts or services that align with financial goals.
- Evaluate financial institutions and professionals based on key selection criteria.
- Demonstrate the steps needed to open a financial account.
- Use financial technology tools to access accounts, track spending, or plan savings.
- Create and maintain a personal financial record-keeping system.
- Identify key financial regulators and describe their roles.
- Explain how consumer protection laws and financial regulations affect personal finance.
- Compare the effects of using various payment methods in personal finance scenarios.
- Demonstrate strategies for paying bills on time, including setting up automated payments.
- Analyze how technology changes the way people pay and manage money.
- Compare and evaluate savings vehicles for short- and long-term goals.
- Calculate interest and analyze how rates affect savings over time.

Unit Essential Questions:

- How do personal behaviors and decision-making strategies affect financial success?
- What factors should be considered when choosing financial institutions, accounts, and services?
- How can technology be used effectively to manage money and make financial decisions?
- Why is it important to keep accurate and organized financial records?
- How do laws, regulations, and financial oversight protect consumers and influence financial choices?
- How do different payment and savings methods impact financial stability and goal achievement?
- What strategies can individuals use to plan, save, and grow their money over time?

Lesson Essential Questions:

- How do behavioral biases influence the financial decisions people make?
- What strategies can help reduce the impact of biases on financial decision-making?
- How do different financial service providers meet the needs of consumers?
- What factors should be considered when selecting accounts or services to meet financial goals?
- How can you evaluate financial institutions and professionals to ensure they are trustworthy and suitable for your needs?

- What steps are involved in opening a financial account, and why are they important?
- How can financial technology tools improve money management and decision-making?
- Why is maintaining an organized personal financial record-keeping system essential?
- What roles do financial regulators play in protecting consumers and the financial system?
- How do consumer protection laws and financial regulations impact personal finance?
- How do different payment methods affect spending, budgeting, and financial management?
- What strategies ensure bills are paid on time and financial obligations are met?
- In what ways has technology changed the way people pay for goods and manage money?
- How do various savings vehicles compare in terms of risk, reward, and suitability for financial goals?
- How do interest rates influence the growth of savings and the achievement of financial goals?

Materials/Resources:
Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/iPad, NGPF

Vocabulary:

Behavioral bias
Loss aversion
Experiential bias
Financial decision-making
Bank
Credit union
Check casher
Brokerage firm
Account (checking, savings, investment)
Financial institution
Fees
Mobile banking
Online banking
Digital wallet
Spending tracking
Record-keeping
Personal financial records
Paper records
Electronic records
Consumer protection agency
Payment method
Cash
Check
Debit card
Credit card
Automated payment
Bill pay
Savings vehicle
Certificate of deposit (CD)
Money market account
Interest rate

Assessments:
- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9-12

Unit 4: Investments

Time: 2 Weeks

Standards:

PA Academic Standards for Personal Finance:

- 17.2.9-12.B Describe sources of retirement income and how they relate to individual investment choices, employer-sponsored retirement plans, and government programs.
- 17.4.9-12.D Explain factors that contribute to rates of return for various investments, including risk, inflation, and taxes.
- 17.4.9-12.E Explain the similarities and differences between stocks, bonds, mutual funds, and exchange-traded funds, and the factors that influence price fluctuations for each.
- 17.4.9-12.F Describe factors to consider when selecting sources of investment advice and trading methods (e.g., online trading platforms, financial advisors, robo-advisors).
- 17.4.9-12.G Explain how popular benchmark indices are used.
- 17.4.9-12.H Recommend an investment portfolio diversified to meet specific goals, including purpose, starting age, time horizon, and tolerance for risk.
- 17.4.9-12.I Compare retirement-specific investment options, including employer-sponsored plans, Roth and traditional individual retirement accounts, and accounts available to people who are self-employed.
- 17.4.9-12.J Analyze personal attitudes towards risk and how these might impact future investment decisions and outcomes
- 17.4.9-12.K Describe methods to avoid or counteract the potentially negative impacts of behavioral biases (E.G., LOSS AVERSION, HERDING, CHOICE OVERLOAD) on investment decisions.
- 17.5.9-12.A Evaluate a person's potential for financial risk (e.g., loss of personal property, reduction in income, liability).
- 17.5.9-12.B Critique approaches to avoiding, reducing, retaining, and transferring risk given a particular scenario.

Know:

- Sources of retirement income.
- Employer-sponsored, individual, and government retirement programs.
- Factors affecting rates of return (risk, inflation, taxes).
- Relationship between risk and return.
- Characteristics of stocks, bonds, mutual funds, and ETFs.
- Factors influencing investment price fluctuations.
- Sources of investment advice.
- Criteria for selecting trading methods and advisors.
- Purposes and uses of benchmark indices.
- Components of a diversified investment portfolio.
- Factors influencing portfolio design (goals, time horizon, risk tolerance).
- Retirement-specific investment options.
- Differences among retirement account types.
- Personal risk tolerance.
- Impact of risk attitudes on investment decisions.
- Common behavioral biases in investing.

- Strategies to reduce behavioral bias in investment decisions.
- Types of personal financial risk.
- Potential impacts of property, income, and liability risk.
- Risk management strategies (avoidance, reduction, retention, transfer).
- Evaluation of risk management approaches.

Understanding/Key Learning:

- Retirement income comes from multiple sources, including employer-sponsored plans, individual accounts, and government programs.
- Investment returns are influenced by risk, inflation, taxes, and market conditions.
- Risk and return are directly related; higher potential returns typically involve greater risk.
- Different investment types (stocks, bonds, mutual funds, ETFs) have unique characteristics, risks, and return potential.
- Investment prices fluctuate based on economic factors, company performance, market sentiment, and external events.
- Selecting reliable investment advice and appropriate trading methods requires evaluating credibility, cost, and personal financial goals.
- Benchmark indices are used to measure and compare investment performance.
- A diversified portfolio spreads investments across asset types to reduce risk and support long-term goals.
- Portfolio design should reflect an individual's goals, time horizon, and risk tolerance.
- Retirement account options differ in tax treatment, contribution limits, and eligibility requirements.
- Personal risk tolerance influences investment choices and long-term financial outcomes.
- Behavioral biases (such as loss aversion and herding) can negatively impact investment decisions, but strategies can reduce their influence.
- Individuals face various financial risks, including property loss, income loss, and liability exposure.
- Risk can be managed through avoidance, reduction, retention, or transfer strategies, depending on the situation.
- Effective risk management requires evaluating potential losses, likelihood, and available protection strategies.

Do:

- Identify and explain multiple sources of retirement income, including employer-sponsored, individual, and government programs.
- Analyze how risk, inflation, taxes, and market conditions affect investment returns.
- Evaluate the relationship between risk and return when making investment decisions.
- Compare and contrast stocks, bonds, mutual funds, and ETFs based on characteristics, risks, and return potential.
- Analyze factors that cause investment price fluctuations.
- Evaluate sources of investment advice and select appropriate trading methods based on financial goals.
- Use benchmark indices to measure and compare investment performance.
- Construct a diversified investment portfolio to reduce risk and support long-term goals.
- Design a portfolio aligned with specific goals, time horizon, and risk tolerance.
- Compare retirement account options based on tax treatment, contribution limits, and eligibility.
- Assess personal risk tolerance and apply it to investment decision-making.
- Identify behavioral biases in investing and apply strategies to minimize their impact.
- Evaluate personal exposure to property, income, and liability risks.
- Apply risk management strategies (avoidance, reduction, retention, transfer) to financial scenarios.
- Critique risk management decisions based on potential losses, likelihood, and protection options.

Unit Essential Questions:

- How do individuals make informed investment decisions to achieve financial goals while managing risk?

- How do personal factors—such as risk tolerance, behavioral biases, and financial knowledge—affect investment choices and outcomes?
- What strategies can individuals use to identify, evaluate, and manage financial risks to protect and grow their wealth?

Lesson Essential Questions:

- How do different sources of retirement income influence long-term financial security?
- How do risk, inflation, and taxes shape the growth of investments over time?
- How do different types of investments vary in risk, return, and price behavior?
- How can investors determine the most reliable and appropriate source of investment advice?
- Why are benchmark indices important tools for evaluating investment performance?
  How should an investment portfolio be designed to balance goals, time horizon, and risk tolerance?
- How do different retirement account options impact long-term savings and tax outcomes?
- How do personal attitudes toward risk influence financial decisions and future outcomes?
- How can investors recognize and reduce the impact of behavioral biases on decision-making?
- What financial risks do individuals face, and how can those risks affect financial stability?
- How can individuals determine the most effective strategy for managing financial risk in different situations?

Materials/Resources:

Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/Ipad, NGPF

Vocabulary:

Retirement income
Employer-sponsored retirement plan (e.g., 401(k), pension)
Individual retirement account (IRA, Roth IRA)
Social Security
Contribution limits
Tax-deferred growth
Vesting
Stock
Bond
Mutual fund
Exchange-traded fund (ETF)
Rate of return
Dividend
Risk vs. return
Inflation
Portfolio
Diversification
Investment strategy
Financial advisor
Online trading platform
Investment research
Trading method
Credibility
Cost/fees
Benchmark index
S&P 500
Dow Jones Industrial Average
NASDAQ
Market performance
Volatility
Financial risk
Personal risk tolerance
Risk management

Assessments:

- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9-12

Unit 5: Career/Education

Time: 2 Weeks

Standards:

PA Career Education Workforce Standards:

- 13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.
- 13.3.9-12.B Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
- 13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: Competition, Global influences, Job growth, Job openings, Labor supply, Potential advancement, and Potential earnings
- 13.4.9-12.B Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
- 13.4.9-12.C Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.
- 13.4.9-12.A Strategically market yourself as a job candidate.
- 13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.
- 13.4.9-12.C Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.
- 13.1.9-12.D Describe employment outlook, organized by in- demand occupations, clusters, pathways, or other methods.
- 13.1.9-12.E Utilize school- and community-based opportunities for career awareness/preparation.
- 13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: Competition, Global influences, Job growth, Job openings, Labor supply, Potential advancement, and Potential earnings.
- 13.3.9-12.C Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.
- 13.2.9-12.B Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.
- 13.1.9-12.B Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both non-profit and for-profit organizations and how the 4 P's play a role in branding.
- 13.3.9-12.D Analyze and reflect upon the efficacy of your work ethic.
- 13.2.9-12.A Identify solutions to existing conditions or problems using critical thinking skills.
- 13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.
- 13.2.9-12.A Identify solutions to existing conditions or problems using critical thinking skills.

PA Academic Standards for Personal Finance:

- 17.2.9-12.C Use data to support an individual's decision to obtain or forgo post-secondary education based on the associated costs and anticipated future income.
- 17.2.9-12.D Research options to pay for education and training, ways to reduce the total cost, and steps needed to obtain financial aid.
- 17.2.9-12.E Evaluate the impacts of technology, labor markets, and economic conditions and trends on a

person's employment potential.

- 17.6.9-12.D Analyze the use of loans to finance higher education and home purchases, how they are obtained, and options for paying them back.

Know:

- Career pathways and preparation opportunities.
- Sources of lifelong learning.
- External factors influencing employment opportunities.
- Personal interests, abilities, aptitudes, and career goals.
- Career research methods and resources.
- Personal branding and job candidate marketing.
- Employment outlook and in-demand occupations.
- School and community career preparation opportunities.
- Goal setting, feedback, and self-reflection.
- Professional etiquette and workplace communication.
- Entrepreneurship and self-employment opportunities.
- Work ethic and personal performance evaluation.
- Critical thinking and problem solving.
- Time management and project management strategies.
- Postsecondary education costs and return on investment.
- Financial aid and education funding options.
- Economic trends, labor markets, and technology impacts on employment.
- Loans and financing for education and major purchases.

Understanding/Key Learning:

- Career pathways connect education, training, and work experiences that prepare individuals for specific career opportunities.
- Lifelong learning helps individuals strengthen existing skills, develop new skills, and remain competitive in a changing workforce.
- Employment opportunities are influenced by external factors such as economic trends, labor market demand, globalization, and technological change.
- Personal interests, abilities, aptitudes, and goals should guide career exploration and decision-making.
- Effective career planning requires using a variety of research methods and resources to gather accurate information about potential careers.
- Individuals can improve employment opportunities by developing a strong personal brand and effectively marketing themselves as job candidates.
- Understanding employment outlook and in-demand occupations helps individuals make informed career and education decisions.
- School and community opportunities, such as internships, mentorships, and career programs, help students gain experience and prepare for future careers.
- Goal setting, reflection, and feedback help individuals evaluate progress and make adjustments to achieve personal and career goals.
- Professional etiquette and effective verbal, nonverbal, and written communication are essential for success in the workplace.
- Entrepreneurship and self-employment provide alternative career paths that require creativity, planning, and risk management.
- A strong work ethic and the ability to evaluate personal performance contribute to long-term career success.
- Critical thinking and problem-solving skills enable individuals to identify challenges and develop effective solutions.
- Time management and project management strategies help individuals balance responsibilities and complete tasks efficiently.

- Postsecondary education and training decisions should consider both the costs and the potential return on investment.
- Understanding financial aid options and funding strategies can make postsecondary education more accessible.
- Economic trends, labor markets, and technological advances influence the types of skills and careers that are in demand.
- Loans and other financing options can help pay for education and major expenses, but they require careful planning and responsible repayment.

Do:

- Analyze the relationship between career pathways and the education, training, and experiences required to pursue them.
- Evaluate career options based on personal interests, abilities, aptitudes, and goals.
- Research careers and labor market data using multiple credible resources.
- Analyze external factors such as economic trends, technology, and labor market conditions that influence employment opportunities.
- Develop professional materials (e.g., résumé, portfolio, or professional profile) to market themselves as job candidates.
- Demonstrate professional communication and workplace etiquette in verbal, written, and nonverbal interactions.
- Apply goal-setting, feedback, and reflection to monitor progress and improve performance.
- Evaluate entrepreneurship and self-employment opportunities as potential career paths.
- Apply critical thinking, problem-solving, and time management strategies to complete complex tasks and projects.
- Use financial and career data to evaluate postsecondary education and training options.
- Research and compare options for paying for education, including financial aid and cost-reduction strategies.
- Analyze the role of loans in financing education and major purchases and evaluate repayment options.

Unit Essential Questions:

- How do people make informed decisions about careers and career pathways?
- How do personal interests, skills, and goals influence career choices?
- How do economic trends, labor markets, and technology affect employment opportunities?
- What skills and behaviors are necessary to be successful in the workplace?
- How do education and financial decisions after high school impact long-term career and financial success?

Lesson Essential Questions:

- How do career pathways connect education, training, and work experience to future opportunities?
- How can personal interests, abilities, and goals help guide career decisions?
- How can researching careers and labor market data help people make informed career choices?
- How do economic trends, technology, and global factors influence employment opportunities?
- How can individuals effectively market themselves as strong job candidates?
- Why are professional communication and workplace etiquette important for career success?
- How can goal setting, feedback, and reflection improve personal and professional growth?
- What are the advantages and challenges of entrepreneurship compared to traditional employment?
- How do critical thinking, problem solving, and time management contribute to success in school and work?
- How can financial and career data help individuals decide whether to pursue postsecondary education?
- What options exist for paying for education or training, and how do they affect future financial stability?
- How do loans impact long-term financial decisions related to education and major purchases?

Materials/Resources:

Smart Futures, Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/Ipad, NGPF

Vocabulary:

Career exploration
Career goals
Skills
Interests
Values
Employment outlook
In-demand occupations
Postsecondary education
Training programs
Job growth
Job openings
Competition
Earnings potential
Labor market data
Lifelong learning
Skill development
Certification
Continuing education
Transferable skills
Personal branding
Resume
Cover letter
Portfolio
Networking
Job application
Interview skills
Workplace communication
Work ethic
Accountability
Reliability
Collaboration
Critical thinking
Problem solving
Decision-making
Time management
Project management
Goal setting
Reflection
Self-assessment
Entrepreneurship
Self-employment
Entrepreneur
Branding
Return on investment (ROI)
Tuition
Financial aid
Scholarship
Grant
Student loan
Interest rate
Repayment plan
Cost of education

Assessments:

- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9 - 12

Unit 6: Budgeting

Time: 2 Weeks

Standards:

PA Academic Standards for Personal Finance:

- 17.3.9-12.A Develop a process for making informed spending decisions, including factors to consider (e.g., product features, price, durability, environmental or societal impact, reliability of information).
- 17.3.9-12.B Compare ways people can lower the price they pay for goods and services (e.g., online tools, discount retailers, negotiating, secondhand items).
- 17.3.9-12.C Develop a personal approach to keeping track of income and spending.
- 17.3.9-12.D Evaluate various budgeting approaches (e.g., 50-30-20, zero-based) and methods (e.g., envelope system, spreadsheets, online tools).
- 17.3.9-12.E Create a personal budget to allocate current or future income, including estimates for fixed and variable expenses.
- 17.3.9-12.F Identify methods for adjusting a budget for unexpected expenses or loss of income.

Know:

- How to make a budget.
- How to compare prices when purchasing products.
- The 50-30-20 budget approach.
- Know the difference between fixed costs (non-negotiables) and variable costs (controllables).
- Emergency fund and a plan to slash variable spending.
- Various technological approaches to track spending.

Understanding/Key Learning:

- A budget is the proactive process of assigning every dollar a specific "job" before the month. Comparing prices involves more than just hunting for the lowest number; it is an analytical process where you evaluate a product's durability, features, and the reliability of information to ensure you are receiving the highest total value for your money.
- The 50-30-20 budget approach provides a clear structure for financial health by mathematically allocating $ 50% of your income to essential needs, $30% to personal wants, and $20% to savings and debt repayment.
- Fixed and variable costs allows you to identify which expenses are non-negotiable obligations (like rent) and which are "controllable levers" (like dining out).
- An emergency fund provides a vital safety net for life's "what-ifs," while having a pre-determined plan to slash variable spending.

Do:

- Making a budget is the proactive process of assigning every dollar a specific "job" before the month begins, transforming your spending from an impulsive reaction into a deliberate plan that reflects your long-term priorities.
- Compare prices and hunt for the lowest number; it is an analytical process where you evaluate a product's durability, features, and the reliability of information to ensure you are receiving the highest total value for your money.

- Creating the 50-30-20 budget approach provides a clear structure for financial health by mathematically allocating 50% of your income to essential needs, 30% to personal wants, and 20% to savings and debt repayment.
- Distinguishing between fixed and variable costs allows you to identify which expenses are non-negotiable obligations (like rent) and which are "controllable levers" (like dining out) that can be adjusted to meet your financial goals.
- Maintaining an emergency fund provides a vital safety net for life's "what-ifs," while having a pre-determined plan to slash variable spending ensures you can maintain stability during an unexpected loss of income without falling into debt.

Unit Essential Questions:

- Why is it important to create a budget?
- What is the 50 - 30 -20 budget approach?
- Can you distinguish between fixed and variable costs and the ways to track spending?

Lesson Essential Questions:

- Why is it important to create a budget?
- How does assigning my income a "job" before I spend it change my behavior when I am faced with an unplanned or impulsive purchase?
- In what ways does the "cheapest" option sometimes become the most expensive choice over time due to low durability or poor reliability?
- Why is a 50 - 30 -20 approach an effective budgeting plan?
- Which of my current variable expenses provide the least amount of value, and how much could I save monthly by pulling those "levers"?
- What new technological approaches exist for budgeting?

Materials/Resources:

Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/Ipad, NGPF

Vocabulary:

Budget
Net Income
Gross Income
Cash Flow
Pay Yourself
Unit Pricing
Opportunity Cost
Durability Comparison Shopping
Incentive, Total Cost of Ownership
Needs
Wants
Disposable Income
Percentage-Based Budgeting
Debt
Repayment
Interest
Fixed Expenses
Variable Expenses
Discretionary Spending
Obligation
Emergency Fund
Liquidity
Sinking Fund
Safety Net
Financial Stability

Assessments:

- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9 - 12

Unit 7: Credit

Time: 3 weeks

Standards:

PA Academic Standards for Personal Finance:

- 17.3.9-12.J Analyze a housing decision, including comparing renting and buying, upfront and ongoing costs, and the process of obtaining a mortgage or a lease.
- 17.3.9-12.K Justify the purchase or lease of a vehicle and the alternatives considered (e.g., new versus used, total cost of ownership or use).
- 17.3.9-12.L Analyze the impact of paying sales, excise, and property taxes on financial decisions.
- 17.6.9-12.A Evaluate pathways to obtaining credit and what lenders look for in a borrower (e.g., character, capacity, capital, collateral).
- 17.6.9-12.B Describe how credit reports and scores are determined, used, and improved.
- 17.6.9-12.C Compare various forms of credit and how each is used (e.g., secured and unsecured loans, installment and revolving credit, service credit).
- 17.6.9-12.E Calculate the total cost of credit given a variety of situations (e.g., making minimum payments, paying fees, using alternative financial service providers).
- 17.6.9-12.F Describe the consequences of failing to repay debts and sources of debt management assistance.
- 17.6.9-12.G Evaluate various rights and laws related to credit and their impact on consumers.
- 17.5.9-12.H Analyze trends in financial fraud and strategies to avoid becoming a victim.
- 17.5.9-12.I Research the agencies individuals can contact and steps they can take to address financial fraud and scams, including identity theft.

Know:

- Housing Decisions.
- Transportation options.
- Fiscal responsibility
- Keys to credit and lending.
- Credit scores.
- Forms of credit.
- Consumer rights.
- Hidden costs of credit.
- Identity Theft.
- Proper Use of Credit Cards.
- Technology use.
- Financial Fraud.

Understanding/Key Learning:

- Housing decisions require comparing the long-term equity of buying versus the flexibility of renting.
- Choosing a vehicle involves justifying the Total Cost of Ownership—including insurance, fuel, and depreciation.
- Sales, excise, and property taxes reduce your purchasing power, meaning you must calculate these extra costs before committing to a major financial decision.
- A credit score is a numerical summary of your financial reliability that fluctuates based on your payment history.

- Responsible use of credit cards.
- The total cost of credit increases dramatically when you only make minimum payments, as interest compounds and fees accumulate over the life of the loan.
- Debt leads to severe consequences like asset repossession or damaged credit scores, requiring intervention through professional debt management or credit counseling.
- Federal laws and consumer rights protect you from predatory lending
- Trends in financial fraud and strategies to avoid becoming a victim.
- Steps people can take to address financial fraud and scams, including identity theft.
- Appropriate use of technology to guard ID.

Do:

- Analyzing housing decisions requires comparing the long-term equity of buying versus the flexibility of renting, while accounting for both upfront costs (down payments) and ongoing maintenance.
- Choosing a vehicle involves justifying the Total Cost of Ownership—including insurance, fuel, and depreciation—rather than simply looking at the monthly lease or purchase payment.
- Paying sales, excise, and property taxes reduces your purchasing power, meaning you must calculate these extra costs before committing to a major financial decision.
- Discuss credit scores as a numerical summary of your financial reliability that fluctuates based on your payment history and how much of your available credit you actually use.
- Explain that the cost of credit increases dramatically when you only make minimum payments, as interest compounds and fees accumulate over the life of the loan.
- Determine the responsible ways to utilize credit cards within your finances.
- Calculating the total cost of credit given a variety of situations (e.g., making minimum payments, paying fees, using alternative financial service providers).
- Investigate the federal laws and consumer rights protecting you from predatory lending and ensuring you have a fair process for disputing errors on your financial records.
- Brainstorm steps people can take to address financial fraud and scams, including identity theft.

Unit Essential Questions:

- How do I balance ownership against the total cost of lifestyle assets?
- What defines my "financial reputation" in the eyes of a lender?
- What is the true price of borrowing, and how do I manage the risks?
- What are the ways that you can avoid identity theft?

Lesson Essential Questions:

- How do upfront costs like down payments and security deposits compare to the long-term benefit of building home equity?
- Why is the Total Cost of Ownership (fuel, insurance, and depreciation) a more accurate measure of a vehicle's affordability than just the monthly payment?
- In what ways do sales, excise, and property taxes hidden within a transaction reduce your actual purchasing power?
- How does your payment history and credit utilization ratio directly influence the fluctuations in your credit score?
- What is the mathematical impact of compound interest on the total cost of a loan when a borrower only makes the minimum payments?
- What specific boundaries and habits define the responsible use of credit cards to ensure they remain a tool rather than a debt trap?
- How does the total cost of credit vary when using "alternative financial service providers" (like payday lenders) compared to traditional bank loans?
- Which federal laws provide the strongest protections against predatory lending and allow consumers to dispute errors on their credit reports?

- What are the immediate, high-priority steps a person should take if they become a victim of identity theft or financial fraud?
- How can a consumer distinguish between a legitimate financial opportunity and a scam designed to exploit their personal information?

Materials/Resources:
Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/iPad, NGPF

Vocabulary:
Equity
Down Payment
Security Deposit
Lease
Mortgage
Upfront Costs
Ongoing Maintenance
Depreciation
Total Cost of Ownership
Asset Appreciation
Purchasing Power
Sales Tax
Excise Tax
Property Tax
Tax Liability
Net Cost
Credit Score
Credit Report
Payment History
Credit Utilization
Lender
Borrower
Creditworthiness
Compound Interest
Minimum Payment
Interest Rate
Financial Service Providers
Payday Loan Fees
Debt Trap
Predatory Lending
Consumer Rights
Identity Theft
Financial Fraud
Dispute Process
Scam Verification

Assessments:
- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Personal Finance

Grade Level: 9 - 12

Unit 8: Insurance

Time: 1 week

Standards:

PA Academic Standards for Personal Finance:

- 17.1.9-12.J Explain the financial implications of wills, powers of attorney, and naming beneficiaries for various accounts.
- 17.5.9-12.C Formulate insurance recommendations based on individual needs, situations, and preferences, including but not limited to automotive, homeowners, renters, health, life, and disability, as justified.
- 17.5.9-12.D Use information from various sources to compare insurance providers, plans, and prices.
- 17.5.9-12.E Formulate a process of comparing insurance products, determining out-of-pocket costs, and filing claims.
- 17.5.9-12.F Describe circumstances in which a person may be required to show proof of insurance or obtain a minimum amount of coverage.
- 17.5.9-12.G Evaluate the impact of public insurance programs for individuals facing financial hardship (e.g., Medicare, Medicaid, and unemployment).

Know:

- A will is a legal roadmap for my assets after one passes away.
- Power of Attorney (POA) gives a person of trust legal authority
- Beneficiaries on retirement accounts and life insurance policies create a "contractual transfer."
- Car insurance is often legally mandated to ensure one can pay for damages caused to others.
- "Liability" covers the other person.
- "Collision" or "comprehensive" coverage for our own property.
- The premium is the recurring cost of the policy. Paying the full amount upfront often secures a lower total price than monthly installments.
- Homeowners Insurance: This covers the physical structure, personal property, and liability.
- Term life provides affordable protection for a set number of years, whereas whole life offers permanent coverage and a savings component.
- Health coverage involves a mix of premiums, co-pays, and coinsurance, all capped by a yearly out-of-pocket maximum.

Understanding/Key Learning:

- Financial planning includes protecting both people and assets through legal documents and insurance. Individuals use tools such as wills, powers of attorney, beneficiary designations, and various insurance policies to prepare for unexpected events, protect loved ones, and ensure financial security.
- Insurance is a balance between cost, risk, and protection. Selecting insurance requires evaluating premiums, deductibles, coverage limits, and policy types to manage financial risk while meeting legal requirements and personal needs.
- Legal and financial decisions made today have long-term consequences for individuals and families. Creating estate plans, choosing beneficiaries, maintaining appropriate insurance coverage, and selecting policy options help reduce financial hardship, simplify the transfer of assets, and provide peace of mind.
- Informed consumers compare options and fulfill their responsibilities to maximize financial protection. Effective financial decision-making involves analyzing policy features, understanding contractual obligations,

maintaining required coverage, documenting claims accurately, and choosing products that align with personal goals and financial circumstances.

Do:

- Draft a legal will to direct the distribution of assets and name guardians for minors after death.
- Appoint a trusted person through a power of attorney to manage financial and medical decisions during incapacitation.
- Assign specific beneficiaries to accounts to allow for a direct transfer of funds that bypasses the probate process.
- Maintain the required amount of auto liability coverage to fulfill legal obligations and protect against financial loss from accidents.
- Select a deductible amount that aligns with available emergency savings to cover initial out-of-pocket expenses.
- Evaluate various insurance premium payment schedules to minimize extra processing fees or secure upfront discounts.
- Compare term and whole life insurance options to determine which policy structure best fits long-term financial goals.
- Obtain a homeowners policy that satisfies lender requirements while protecting the physical dwelling and personal belongings.
- Analyze health insurance plans by calculating the total cost of premiums, co-pays, and the annual out-of-pocket maximum.
- Follow all policy conditions and provide necessary documentation when filing a claim to ensure a successful reimbursement.

Unit Essential Questions:

- How do wills and powers of attorney protect an individual's medical and financial interests during and after their life?
- Which types of insurance coverage are required by law or by lenders to protect high-value assets like homes and vehicles?

Lesson Essential Questions:

- How do wills and powers of attorney protect an individual's medical and financial interests during and after their life?
- How do beneficiary designations on accounts allow for the efficient transfer of wealth to chosen heirs while bypassing court processes?
- What factors determine the best balance between recurring premium payments and the potential cost of an out-of-pocket deductible?
- Which types of insurance coverage are required by law or by lenders to protect autos?
- Which types of insurance coverage are required by law or by lenders to protect homes and property?
- What specific process must be followed to file a successful insurance claim or access public programs during times of financial hardship?

Materials/Resources:
Knowledge Matters, Teacher Created Modules, YouTube, Schoology, computer/iPad, NGPF

Vocabulary:

Will
Executor
Beneficiary
Power of Attorney
Asset
Estate
Risk
Insurance Premium
Deductible
Policy
Coverage
Liability
Risk Management
Coverage
Comprehensive Coverage
Uninsured Motorist
Homeowners Insurance
Renters Insurance

Appraisal
Actual Cash Value
Replacement Cost
Liability
Health Insurance
Co-pay
Coinsurance
Out-of-pocket
Maximum
Term Life Insurance
Whole Life Insurance
Cash Value
Disability Insurance
Claim
Insurance Agent
Medicare
Medicaid
Unemployment Insurance
Social Security
Public Safety Net
Proof of Insurance
Financial Hardship

Assessments:

- Formative - theory and application
- Summative Assessments
- Simulation

Central York School District

Robotics

Overview

Grade Level: 9 -12

Course Description:
This course introduces students to the exciting world of robotics, combining principles of technology education, science, engineering, mathematics, and computer science. There is a heavy emphasis on problem-solving as students design, build, and program robots using sensors, motors, and controllers to complete real-world challenges. Through hands-on projects, students learn about mechanical design, electronics, and coding while developing teamwork, creativity, and critical thinking skills.

Course Big Ideas:

- Robots combine mechanical structures, electronics, sensors, and programming that must work together as a unified system.
- Effective robotic solutions are developed through cycles of designing, building, testing, analyzing, and improving.
- Robots rely on algorithms and code to make decisions, respond to sensor input, and perform tasks without direct human control.
- Motors, gears, and drivetrains translate electrical energy into controlled mechanical motion with tradeoffs in speed, torque, and efficiency.
- Real-world challenges can be addressed by defining constraints, brainstorming solutions, and building functional prototypes.
- Successful robots must perform consistently, requiring careful calibration, testing, and debugging.
- Robotics projects depend on teamwork, communication, and shared problem-solving, similar to real engineering environments.

Course Essential Questions:

- How do mechanical systems, electronics, and programming integrate to create functional and autonomous robots?
- How does the engineering design process guide the development, testing, and improvement of robotic systems?
- How do robots use sensors and programming to perceive and respond to the real world?
- What trade-offs must engineers consider when designing robots to meet specific goals and constraints?
- How do collaboration, communication, and iteration improve the effectiveness of engineering solutions?

Course Competencies:

- Investigation
- Analysis
- Compare/Contrast
- Contextualization
- Synthesis
- Error Analysis

Course Assessments:

- Unit written assessments
- Unit performance assessments

Central York School District

Robotics

Grade Level: 9-12

Unit 1: Introduction to Robotics

Time: 12 days

Standards:
PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards: • 3.5.9-12.Q: Implement and critique principles, elements, and factors of design. • 3.5.9-12.U: Evaluate and define the purpose of a design. • 3.5.9-12.X: Implement the best possible solution to a design using an explicit process. • 3.5.9-12.Y: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. • 3.5.9-12.AA: Safely apply an appropriate range of making skills to a design thinking process.
Know:
• Know the proper and safe use of tools. • Know the use and function of 6 simple machines. • Know that motors run in continuous mode and can move large loads. • Know that servos are for precise motion and move small loads. • Know how to connect a computer to the control hub for the purpose of programming/coding.
Understanding/Key Learning:
• Safely use tools, materials, and technology while designing, building, and testing products or systems.Apply the engineering design process to identify problems, develop solutions, build prototypes, and improve designs through testing and feedback. • Analyze and solve complex real-world problems by breaking them into smaller parts and evaluating multiple possible solutions. • Use technology effectively to learn, communicate, and gather feedback that enhances engineering and design solutions.
Do:
• Demonstrate the proper and safe use of tools. • Identify and explain the use and function of the six simple machines. • Describe how motors operate in continuous mode and use them to move large loads. • Describe how servos provide precise motion and use them to move small loads. • Connect a computer to the control hub in order to program and upload code. • Program and test the control hub using a connected computer.

Unit Essential Questions:

- What is a robot?
- How do robots interact with their environment?
- How can a robot complete a task?

Lesson Essential Questions:

- What are the parts of our robotics kit and their usage and functions?
- How can we assemble the parts in the robotics kit to perform a task?
- How do simple machines play a role in robotics?
- How do we control actuators?
- How do we code a program to control actuators independently?
- How do we code a program to control actuators using a gamepad/external input?

Materials/Resources:

- Rev robotics hardware kits
- iPad or laptop computer

Vocabulary:

15 mm T-slotted Extrusion	Structural brackets	Nyloc nuts	Motion brackets
M3	Hardware	Actuator brackets	Spacers
Hex shaft	Pre-loading brackets	Shaft collars	Pillow blocks
Bearings	Pitch	OpMode	Control hub
Driver hub	Simple machine	Lever	Wheel & axle
Pulley	Screw	Wedge	Inclined plane
Actuators	Pinion	PWM	DC motor
Servo	Wiring diagram	Encoder	Testbed
Through-bore	Continuous mode	Angular mode	

Assessments:

- Formative assessments
- Unit 1 Key Terms summative assessment
- Unit 1 performative assessment

Central York School District

Robotics

Grade Level: 9-12

Unit 2: Mechanical Motion - Gearing and Gear Trains

Time: 18 days

Standards:

PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards:

- 3.5.9-12.J: Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
- 3.5.9-12.Q: Implement and critique principles, elements, and factors of design.
- 3.5.9-12.U: Evaluate and define the purpose of a design.
- 3.5.9-12.W: Optimize a design by addressing desired qualities within criteria and constraints while considering trade-offs.
- 3.5.9-12.X: Implement the best possible solution to a design using an explicit process.
- 3.5.9-12.Y: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- 3.5.9-12.AA: Safely apply an appropriate range of making skills to a design thinking process.
- 3.5.9-12PP: Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.

Know:

- Know the steps of the engineering design process, including how to identify criteria, constraints, and generate solutions through ideation.
- Know how gear ratios affect mechanical systems, including changes in speed, torque, force, and mechanical advantage.
- Know the function and purpose of different gear systems, including spur gears, idler gears, gear trains, compound gearing, and gearboxes.
- Know how to interpret and use gear measurements such as pitch diameter (PD) and outside diameter (OD) in design situations.
- Know how motors behave in mechanical systems, including free speed, stall torque, and the effects of motor stalling.
- Know how to evaluate system performance using efficiency and apply an appropriate safety factor in design decisions.
- Know how planetary gear systems work, including the roles of the sun gear, planet gears, outer ring gear, and carrier.
- Know how compound reduction and multi-stage gear trains are used to increase torque or reduce speed in mechanical designs.

Understanding/Key Learning:

- Understand how the engineering design process guides problem-solving by using criteria, constraints, and ideation to develop effective solutions.
- Understand how gear systems (including gear ratios, gear trains, compound gearing, and planetary gears) change mechanical performance by affecting speed, torque, force, and mechanical advantage.
- Understand how to evaluate and design mechanical systems using key performance factors such as motor

characteristics (free speed, stall torque, stalling), efficiency, safety factor, and gear geometry (pitch diameter and outside diameter).
Do:
• Explain and apply the steps of the engineering design process, including identifying criteria, constraints, and generating ideas (ideation). • Calculate and analyze gear ratios, gear trains, and compound gearing to determine changes in speed, torque, force, and mechanical advantage. • Identify and describe the function of common gear system components, including spur gears, idler gears, gearboxes, and planetary gear systems. • Measure and apply gear specifications such as pitch diameter (PD) and outside diameter (OD) when designing mechanical systems. • Evaluate motor performance using concepts such as free speed, stall torque, motor stalling, efficiency, and safety factor. • Explain how planetary gearing works and identify the roles of the sun gear, planet gears, outer gear ring, and carrier. • Design and test gear-driven mechanisms to achieve a desired speed reduction, torque increase, or motion transfer. • Compare different gearing solutions and justify design decisions based on performance requirements and engineering constraints.

Unit Essential Questions:

- How does the engineering design process help engineers solve problems using criteria, constraints, and iterative ideation?
- How do different gear systems (spur, compound, planetary, and gear trains) change speed, torque, force, and mechanical advantage in a mechanical system?
- How do motor characteristics such as free speed, stall torque, and stalling behavior influence the performance and design of gear-driven systems?
- How do engineers choose and evaluate mechanical designs using efficiency, safety factors, and gear geometry to meet performance requirements?

Lesson Essential Questions:

- How do gears interact?
- How do gears multiply force and speed and what are the tradeoffs?
- How can gears be used to span larger distances than the outer diameter of the two gears?
- What is a compound gear system?
- How efficient are gears?
- How does the stall torque of a motor affect the design considerations we make when using gears?
- What is the safety factor and how is it incorporated into your design?

Materials/Resources:

- Rev robotics hardware kits
- iPad or laptop computer

Vocabulary:

Engineering design process	Criteria	Constraints	Ideate
Gear Ratio	Pitch diameter (PD)	Outside diameter (OD)	Spur gear
Gear train	Speed	Torque	Idler gear
Compound gearing	Reduction	Mechanical advantage	Compound reduction

Motor stalling	Free speed	Stall torque	Force
Efficiency	Safety factor	Gearbox	Planetary gearing
Sun gear	Planet gears	Outer gear ring	Carrier

Assessments:

- Formative assessments
- Unit 2 Key Terms summative assessment
- Unit 2 Performative assessment

Central York School District

Robotics

Grade Level: 9-12

Unit 3: Robots in Motion

Time: 15 days

Standards:

PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards:

- 3.5.9-12.J: Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
- 3.5.9-12.Q: Implement and critique principles, elements, and factors of design.
- 3.5.9-12.U: Evaluate and define the purpose of a design.
- 3.5.9-12.W: Optimize a design by addressing desired qualities within criteria and constraints while considering trade-offs.
- 3.5.9-12.X: Implement the best possible solution to a design using an explicit process.
- 3.5.9-12.Y: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- 3.5.9-12.AA: Safely apply an appropriate range of making skills to a design thinking process.
- 3.5.9-12PP: Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.

Know:

- Know that a Boolean is a data type and is used for true/false decisions in programming.
- Know that a Float is a data type with decimal values for more precise measurements and when to use it in programming.
- Know that a drivetrain is how robots transfer power from motors to produce robot movement.
- The difference between a differential drivetrain and other drive systems, including how independent left/right control allows turning.
- What an omnidirectional drivetrain is and how it allows movement in any direction using specialized wheels.
- Know the difference between a passive mechanism and an active mechanism, including whether or not motors are used.
- Know that a variable is used in programming to store data that can change during a program.
- Know that a constant is used in programming and it represents a fixed value that does not change during program execution.
- Know that telemetry is real-time data provided about how a robot is performing and is used to monitor and adjust behavior.

Understanding/Key Learning:

- Robot movement depends on drivetrain design and mechanism selection. Different drivetrains and mechanisms provide different capabilities, advantages, and limitations that affect how a robot performs tasks.
- Programming uses data types and variables to control robot behavior. Booleans, floats, variables, and constants allow programmers to store, process, and use information to make decisions and control actions.
- Mechanisms can be active or passive depending on how they operate. Engineers select and design mechanisms based on the task requirements, available power, and desired performance.
- Telemetry provides valuable feedback for evaluating and improving robot performance. Real-time data helps

operators and programmers monitor robot systems, troubleshoot issues, and make informed decisions.
Do:
• Define and identify a Boolean and use it to make true/false decisions in a program. • Select and apply float values when working with measurements that require decimals and precision. • Explain and describe how a drivetrain works to transfer power from motors to robot movement. • Compare and distinguish a differential drivetrain from other drive systems and explain how left/right motor control produces turning. • Describe and demonstrate how an omnidirectional drivetrain moves in multiple directions using specialized wheels. • Differentiate between passive and active mechanisms and identify whether a system uses motors or external force. • Create and use variables in a program to store and update changing data. • Recognize and apply constants in programming to represent values that remain fixed. • Collect and interpret telemetry data to monitor robot performance in real time.

Unit Essential Questions:

- How do different drivetrain designs and mechanisms affect the movement and performance of a robot?
- How do programmers use data types, variables, and constants to control robot behavior and solve problems?
- What are the differences between active and passive mechanisms, and how do engineers choose the best solution for a specific task?
- How can telemetry and other feedback data be used to monitor, evaluate, and improve robot performance?

Lesson Essential Questions:

- What a Boolean is and how it is used to make true/false decisions in programming?
- What a Float is and when to use decimal values for more precise measurements?
- What a drivetrain is and how it transfers power from motors to robot movement?
- The difference between a differential drivetrain and other drive systems, including how independent left/right control allows turning?
- What an omnidirectional drivetrain is and how it allows movement in any direction using specialized wheels?
- The difference between a passive mechanism and an active mechanism, including whether or not motors are used?
- What a variable is in programming and how it stores data that can change during a program?
- What a constant is and how it represents a fixed value that does not change during program execution?
- What telemetry is and how robots use it to send real-time data to a computer or driver station?

Materials/Resources:

- Rev robotics hardware kits
- iPad or laptop computer

Vocabulary:

Boolean	Float	Drivetrain	Differential drivetrain
Omnidirectional drivetrain	Passive mechanism	Active mechanism	Variable
Constant variable	Telemetry		

Assessments:

- Formative assessments
- Unit 3 Key Terms summative assessment
- Unit 3 Performative assessment

Central York School District

Robotics

Grade Level: 9-12

Unit 4: Thinking Like a Robot

Time: 18 days

Standards:

PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards:

- 3.5.9-12.J: Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
- 3.5.9-12.Q: Implement and critique principles, elements, and factors of design.
- 3.5.9-12.U: Evaluate and define the purpose of a design.
- 3.5.9-12.W: Optimize a design by addressing desired qualities within criteria and constraints while considering trade-offs.
- 3.5.9-12.X: Implement the best possible solution to a design using an explicit process.
- 3.5.9-12.Y: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- 3.5.9-12.AA: Safely apply an appropriate range of making skills to a design thinking process.
- 3.5.9-12PP: Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.

Know:

- Know that pseudocode is used to plan and organize a program before writing code.
- Know that an autonomous robot can perform tasks without direct human control.
- Know that sleep commands control the timing and sequence of actions within a program.
- Know that loops allow a set of instructions to repeat automatically.
- Know that digital sensors provide information in binary states, such as on/off or pressed/not pressed.
- Know that analog sensors provide a range of values that represent changing conditions.
- Know that I2C sensors communicate with the robot controller using a shared data protocol.
- Know that the SCL (Serial Clock) line synchronizes communication between devices on an I2C bus.
- Know that the SDA (Serial Data) line carries data between devices on an I2C bus.
- Know that a touch sensor detects physical contact and can be used as an input for decision-making.
- Know that active-low behavior means a signal is considered active when its voltage is low rather than high.
- Know that sensor inputs can be used to trigger actions and influence robot behavior.
- Know that exit conditions determine when a loop or autonomous action should stop.
- Know that robots use sensor data to make decisions and respond to their environment.
- Know that combining timing, loops, and sensor feedback allows robots to perform complex autonomous tasks.
- Know that testing and troubleshooting are necessary to ensure sensors and programs operate correctly.

Understanding/Key Learning:

- Autonomous robots rely on programming logic, timing, and decision-making structures to perform tasks independently.
- Sensors collect data that allows robots to perceive and respond to their environment.
- Communication systems such as I^2C allow controllers and sensors to exchange information effectively.

- Well-designed programs use loops, conditions, and exit criteria to create efficient and reliable robot behavior.

Do:

- Develop and interpret pseudocode to plan and communicate the logic of a robot program before coding.
- Design, test, and refine an autonomous robot that can complete tasks without driver control.
- Use sleep commands to control timing and sequencing within a robot program.
- Create and apply loops to repeat actions efficiently and reduce unnecessary code.
- Identify and use digital sensors and analog sensors to collect information from the robot's environment.
- Connect, configure, and troubleshoot I^2C sensors using the SCL (Serial Clock) and SDA (Serial Data) communication lines.
- Program and test a touch sensor to detect user input or physical contact.
- Explain and implement active-low behavior when programming digital inputs and outputs.
- Create programs that respond appropriately to sensor data and changing environmental conditions.
- Define and use an exit condition to stop loops or end autonomous actions when specific criteria are met.

Unit Essential Questions:

- How do programmers use pseudocode and programming structures to create autonomous robot behaviors?
- How do sensors provide information that allows robots to make decisions and interact with their environment?
- How do communication protocols such as I^2C enable sensors and controllers to exchange data?
- How can loops, timing commands, and exit conditions be used to create reliable and efficient robot programs?

Lesson Essential Questions:

- How can pseudocode help plan a robot program before writing code?
- What is an autonomous robot, and how does it differ from a driver-controlled robot?
- How does a sleep command affect the execution of a robot program?
- When should timing delays be used in an autonomous routine?
- Why are loops useful in robot programming?
- What are the differences between finite and infinite loops?
- What information can a digital sensor provide to a robot?
- How does a robot interpret digital sensor inputs?
- How can digital sensor data be used to trigger robot actions?
- How does an analog sensor differ from a digital sensor?
- How can analog sensor values be used in decision-making?
- What is the purpose of the I2C communication protocol?
- How do SCL and SDA work together to transfer data?
- Why is I2C commonly used for robotics sensors?
- How does a touch sensor detect physical contact?
- How can a touch sensor be used to control robot behavior?
- What does active-low behavior mean in a robotic system?
- How does active-low logic differ from active-high logic?
- What is an exit condition, and why is it important in programming?
- How can exit conditions prevent unintended robot behavior?
- How do sensors and exit conditions work together to control loops and autonomous actions?
- What programming structures allow robots to react to changing conditions?
- How can multiple sensors be combined to improve robot performance?
- How can programmers determine whether a sensor is functioning correctly?
- What strategies can be used to debug autonomous programs?

Materials/Resources:

- Rev robotics hardware kits
- iPad or laptop computer

Vocabulary:

Pseudocode	Autonomous robot	Sleep	Loops
Digital sensor	Analog sensor	12C sensor	Active-Low behavior
SCL (serial clock)	SDA (serial data)	Touch sensor	Exit condition
Bus			

Assessments:

- Formative assessments
- Unit 4 Key Terms summative assessment
- Unit 4 Performative assessment

Central York School District

Robotics

Grade Level: 9-12

Unit 5: Sensor Exploration

Time: 25 days

Standards:

PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards:

- 3.5.9-12.J: Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
- 3.5.9-12.Q: Implement and critique principles, elements, and factors of design.
- 3.5.9-12.U: Evaluate and define the purpose of a design.
- 3.5.9-12.W: Optimize a design by addressing desired qualities within criteria and constraints while considering trade-offs.
- 3.5.9-12.X: Implement the best possible solution to a design using an explicit process.
- 3.5.9-12.Y: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- 3.5.9-12.AA: Safely apply an appropriate range of making skills to a design thinking process.
- 3.5.9-12PP: Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.

Know:

- Know that different sensor functions allow robots to detect contact, motion, position, and orientation to control behavior.
- Know that a limit switch is a digital sensor that detects when a mechanism reaches a physical stopping point or boundary and can be used in programming to stop a robot.
- Know that an incremental encoder measures changes in position over time relative to a starting point and can be used in programming to elicit desired behaviors.
- Know that an absolute encoder provides a specific position value that remains accurate even after power loss.
- Know that an IMU (Inertial Measurement Unit) measures a robot's movement and orientation using multiple built-in sensors.
- Know that an accelerometer measures changes in linear motion (acceleration) in one or more directions and can be used in programming to elicit desired behaviors.
- Know that a gyroscope measures rotational motion and angular velocity and can be used in programming to elicit desired behaviors.
- Know that yaw describes rotation left or right around a vertical axis and can be used in programming to elicit desired behaviors.
- Know that pitch describes forward and backward tilt around a horizontal axis and can be used in programming to elicit desired behaviors.
- Know that roll describes side-to-side tilt around a front-to-back axis and can be used in programming to elicit desired behaviors.

Understanding/Key Learning:

- Robots rely on a combination of sensors to detect position, motion, and orientation, allowing them to interact

accurately with their environment.

- Different sensors (limit switches, encoders, IMUs) provide different types of data, and each has specific strengths depending on the task.
- Understanding how to interpret sensor data is essential for controlling robot movement, navigation, and decision-making.
- Combining multiple sensors improves accuracy and reliability in robotic systems by providing a more complete picture of movement and orientation.

Do:

- Identify and describe how a limit switch functions as a boundary-detecting digital sensor in a robotic system.
- Classify different sensor functions and determine how each is used to support robot decision-making and control.
- Compare and explain the differences between an incremental encoder and an absolute encoder in terms of how position is measured and maintained.
- Interpret encoder data to determine movement, position change, or exact shaft position.
- Explain how an IMU (Inertial Measurement Unit) combines multiple sensors to measure motion and orientation.
- Analyze data from an accelerometer to determine changes in linear motion.
- Analyze data from a gyroscope to determine rotational movement and angular velocity.
- Describe and differentiate yaw, pitch, and roll as the three types of rotational orientation in a robot.
- Apply sensor data (IMU and encoders) to help a robot maintain orientation or follow a controlled path.
- Evaluate which sensor type is most appropriate for a given robotics task involving motion, position, or orientation.

Unit Essential Questions:

- How do different sensors help a robot understand its position, movement, and orientation in real time?
- When is it better to use relative sensing (incremental encoders) versus absolute sensing (absolute encoders)?
- How does combining IMU data (accelerometer + gyroscope) improve robot navigation and control accuracy?

Lesson Essential Questions:

- How does a limit switch help a robot detect physical boundaries and prevent damage or over-travel?
- How do different sensor types (encoders, IMUs, limit switches) collect and communicate information about a robot's motion and position?
- What is the difference between incremental and absolute encoders, and how does each affect how a robot tracks position?
- How can encoder data be interpreted to measure distance, rotation, or position changes in a robot system?
- How does an IMU combine accelerometer and gyroscope data to determine a robot's movement and orientation?
- How do accelerometers and gyroscopes measure different aspects of motion, and why are both important?
- How do yaw, pitch, and roll describe a robot's orientation in 3D space?
- How can understanding yaw, pitch, and roll improve a robot's ability to navigate and stay balanced?
- How do multiple sensors work together to improve accuracy and reliability in robotic control systems?
- How do engineers decide which sensor or combination of sensors is best for a specific robotic task?

Materials/Resources:

- Rev robotics hardware kits
- iPad or laptop computer

Vocabulary:

Limit switch	Functions	Incremental encoder	Absolute encoder
IMU	Accelerometer	Gyroscope	Yaw
Pitch	Roll		

Assessments:

- Formative assessments
- Unit 5 Key Terms summative assessment
- Unit 5 Performative assessment