



Sunshine Law Request
from the
Missouri Attorney General's Office



ATTORNEY GENERAL OF MISSOURI

ERIC SCHMITT

April 22, 2022

Custodian of Records
Parkway Schools
455 N. Woods Mill Road
Chesterfield, MO 63107
Sent via email to ptandy@parkwayschools.net

RE: Sunshine Law Request

Dear Mr. Tandy:

I write to request copies of the following public records pursuant to Chapter 610 of the Missouri Revised Statutes:

1. Provide all documents, handouts, diagrams, presentations, assignments, lesson plans, curriculum, or other teaching materials, including electronic copies and links or access to any online resources, beginning on January 01, 2021, through the date of this request, used at Parkway West High School which include any of the following words or terms:
 - a. "LGBT", "LGBTQ", "LGBTQIA+" or any of its variations
 - b. "Pride"
 - c. "gender", "gender expression", "gender identity" "gender affirming", or "transgender"
 - d. "sexuality" or "sexual preference"

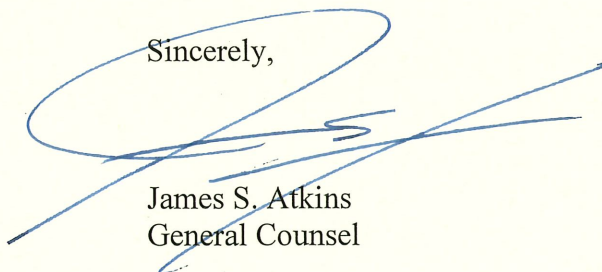
2. Provide all teacher training and professional development materials, including electronic copies and links or access to any online resources, beginning on January 01, 2021, through the date of this request, used at Parkway West High School which include any of the following words or terms:
 - a. "LGBT", "LGBTQ", "LGBTQIA+" or any of its variations
 - b. "Pride"
 - c. "gender", "gender expression", "gender identity" "gender affirming", or "transgender"
 - d. "sexuality" or "sexual preference"

I request that all responsive records be produced electronically, or be made available immediately for inspection.

This request seeks documents that are in the public interest because they are likely to contribute to a better understanding of the operations or activities of Parkway Schools. In addition, this is not a request for commercial purposes. For these reasons, pursuant to § 610.026.1(1), RSMo, the Missouri Attorney General's Office requests a waiver of any fees associated with processing this request for records.

Thank you for your time and attention to this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'James S. Atkins', is written over the typed name. The signature is fluid and stylized, with a large loop at the beginning and a long horizontal stroke extending to the right.

James S. Atkins
General Counsel



Responsive Documents

from the School District

Human Relations Competencies

<u>Expert</u> 9-10	<u>Master</u> 8.5	<u>Worker</u> 7.5	<u>Novice</u> 6	<u>Insufficient Evidence</u> 0-5
Student demonstrates <u>MASTERY PLUS</u> depth of thought (extending, applying, inferring), using learning with a NEW concept.	Student <u>consistently and independently</u> demonstrates clear understanding of standard.	Student demonstrates <u>progress</u> toward mastery of standard but is <u>inconsistent</u>	Student demonstrates <u>little or no understanding</u> of the standard and <u>additional support is needed</u>	Student progress cannot be assessed; <u>work is incomplete or missing or not assessed</u>

Enduring Understandings = “the moral of the story;” it’s what we want students to remember forever and always about the unit/topic of study

Essential Questions = open ended statements that have many possible answers as well as leads to greater inquiry; “juicy” questions

Learning Targets = what we want students to know and be able to do; often phrased in student friendly “I can..” language; this is what an assessment should measure

This means I can:	Student Score	Teacher Score
<p><u>Competency 1: Self-Awareness</u> Develop self-awareness to achieve personal and professional success.</p> <p><u>Enduring Understandings:</u> Who we are is a combination of nature (heredity) and nurture (environment). Identifying and responding appropriately to a wide range of emotions contributes to a healthy lifestyle. Being able to identify and build a support system is key to a healthy lifestyle.</p> <p><u>Essential Questions:</u> What makes you, YOU? How does identifying and responding to emotions help or hinder my life? In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself? How does the media shape our view of ourselves? How do we develop a value system?</p>		
<u>Learning Targets:</u>		
I can analyze aspects of my personality and how those traits impact my personal and professional life.		
<i>Evaluate how expressing one’s emotions in different situations affect others.</i>		
Recognize my own personal, social, and universal values.		
Discover my own value system.		
Recognize the differences in the value systems of others.		

<i>Evaluate how a positive attitude impacts yourself and others.</i>		
Assess my own self worth through understanding self concept and self-esteem.		
Transfer: <i>Implement a plan to build on a strength, meet a need, or address a challenge.</i>		
<p><u>Competency 2: Self-Management</u></p> <p>Develop self-management skills to achieve personal and professional success.</p> <p><u>Enduring Understandings:</u> The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. People need various strategies in order to manage their personal and professional lives.</p> <p><u>Essential Questions:</u> What makes you, YOU? How does identifying and responding to emotions help or hinder my life? Who, when, and how do I ask for help? What strategies can I use for self-management?</p>		
<u>Learning Targets:</u>		
<i>Apply strategies to manage stress and to motivate successful performance (Self regulation).</i>		
Differentiate between healthy and unhealthy coping mechanisms.		
Identify resources available when support is needed.		
Recognized the importance of and develop and monitor a goal which promotes a healthy lifestyle.		
Transfer: <i>Set a goal with action steps, timeframes, and criteria for evaluating achievement.</i> <i>Monitor progress toward achieving a goal, and evaluate one’s performance against criteria.</i>		
<p><u>Competency 3: Social-Awareness</u></p> <p>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><u>Enduring Understandings:</u> Everyone is different and everyone has a story.</p> <p><u>Essential Questions:</u> What are the many inequities and privileges that affect individuals and groups? How do our personal experiences shape our view of others? How does perspective shape or alter the truth? To what extent does an individual’s point of view affect the way they deal with conflict.</p> <p style="text-align: center;">To what extent does social awareness contribute to my success?</p>		
<u>Learning Targets:</u>		
<i>Analyze similarities and differences between one’s own and other’s perspectives.</i>		

<i>Demonstrate how to express understanding of those who hold different opinions.</i>		
<i>Demonstrate ways to express empathy for others.</i>		
Analyze and synthesize multiple perspectives in various situations.		
Practice empathy in a variety of situations.		
Differentiate between empathy and sympathy.		
<i>Analyze the origins and negative effects of stereotyping and prejudice.</i>		
<i>Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</i>		
Be aware of inequities and privileges that affect individuals and groups.		
Demonstrate respect for individuals from different social and cultural groups.		
Analyze the effects of taking action to oppose bullying based on individual and group differences. - becoming an ally.		
<i>Transfer: Where are you in this journey? Recognize and continue on your personal journey to equity, inclusion, and honoring diversity.</i>		
<p><u>Competency 4: Relationship Skills</u></p> <p>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><u>Enduring Understandings:</u> Relationships can be both rewarding and challenging. Clear and effective communication is crucial to building and maintaining personal and professional relationships. Conflict is a natural part of everyday living.</p> <p><u>Essential Questions:</u> How can you use language to empower yourself? How do you know if a relationship is healthy or hurtful? To what extent does an individual's point of view affect the way they deal with conflict.</p> <p><u>Learning Targets:</u></p>		
<i>Use conversational skills to understand others' feelings and perspectives.</i>		
<i>Analyze how listening and talking accurately help in resolving conflicts.</i>		
<i>Identify communication styles (aggressive, passive, passive-aggressive, assertive)</i>		
<i>Evaluate current conflict resolution skills and plan how to improve them.</i>		

Practice effective listening skills.		
Practice effective communication skills.		
Cooperatively with others with the same and different communication styles.		
Assess the impact technology plays on communication.		
Cooperatively with others with the same and different communication styles.		
Recognize and evaluate the qualities of a healthy and unhealthy relationship.		
Remove myself from an unhealthy relationship.		
Identify and analyze the stages of relationships.		
Cultivate connections and friendships.		
Cultivate cooperative and trusting relationships based on mutual respect.		
Nurture connection, a sense of belonging and well-being.		
Transfer: Plan, implement, and evaluate participation in a group project.		

Competency 3: Responsible Decision Making

Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts.

Enduring Understandings: Making an informed decisions leads to the best consequences.

Making decisions has a ripple effect (self, others, community)

Essential Question: What is a good decision? Why do some people make good decisions and some people make bad decisions? When making a decision, who decides what is right? How do my decisions make an impact on myself and others? In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Learning Targets:

<i>Demonstrate personal responsibility in making ethical decisions appropriate to social/cultural norms.</i>		
<i>Evaluate how social norms and the expectations of authority influence personal decisions and actions.</i>		
<i>Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</i>		
<i>Analyze how present decision making affects college and</i>		

career choices.		
Apply decision-making skills to establish responsible social and work relationships.		
Evaluate how responsible decision making affects interpersonal and group relationships.		
Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need (school or community).		
Make healthy personal decisions.		
Consider the well-being of self and others before acting on a decision.		
Understand the motivations for actions and their realistic consequences.		
Use problem solving skills to identify and solve a problem.		

Schoology Virtual Class Breakdown

Develop self-awareness to achieve personal and professional success.

What makes you, YOU?

Topics:

1. Discover your Personality
2. Explore your own Values
3. Discover how to make decisions based on your ethics, values and morals
4. Analyze Self Concept
5. Define your Attitude and Mindset

Clear and effective communication is crucial to building and maintaining personal and professional relationships.

How can you use language to empower yourself?

Topics:

1. What is Communication?
2. Elements of Communication
3. Miscommunication and Technology
4. Listening Skills
5. Empathy
6. Speaking and Listening
7. Communication Styles
8. Conflict Resolution

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself.

How does identifying and responding to emotions help or hinder my life?

Who, when, and how do I ask for help?

What strategies can I use for self-management?

Topics:

1. Stress (Good and Bad)
2. Healthy Coping Mechanisms
3. Unhealthy Coping Mechanisms
4. Self care

5. Mental Health
6. Substance Abuse

Use social-awareness and interpersonal skills to establish and maintain positive relationships. What are the many inequities and privileges that affect individuals and groups? How do our personal experiences shape our view of others?

Use social-awareness and interpersonal skills to establish and maintain positive relationships. Relationships can be both rewarding and challenging.

How do you know if a relationship is healthy or hurtful?

Topics:

1. Healthy Relationships
2. Unhealthy Relationships
3. Stages of Relationships
4. Building Relationships

Use social-awareness and interpersonal skills to establish and maintain positive relationships. Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts.

Everyone is different and everyone has a story.

What are the many inequities and privileges that affect individuals and groups?

Topics:

1. Inequity and Privilege
2. Stereotyping
3. Prejudice
4. Racism
5. Reproductive Anatomy
6. Contraceptives
7. Gender
8. Sexual Identity
9. Feminism and Sexism

GENERAL INFORMATION

Course: High School Healthy Relationships

Unit: Healthy Relationships and Sexual Health

Lesson Title: Sexual Identity and Orientation

Lesson Objectives:

- Students will learn about the various aspects that form a person's sexuality - biological sex, gender identity, sexual orientation, and gender.
- Students will learn facts regarding people who identify themselves as LGBTQ and associated health risks.
- Students will learn the benefits of respecting individual differences in aspects of sexuality.

Lesson Overview: In this lesson, students will explore various aspects of sexuality and how it is part of your personality and how you express yourself. Group discussions and learning activities will allow students to better understand how a person's sexuality is comprised of four parts – biological sex, gender identity, sexual orientation, and gender expression. Students will also gain perspective on facts regarding a person's sexuality, as well as health risks related to social pressures and influences.

Standards Alignment:

Parkway HPE	NHES	NSES
HPE5	NHES 1	ID.12.CC.1 ID.12.CC.2 ID.12.SM.1

Unit Enduring Understanding Alignment:
Students will understand that:

- A person's identity is made up of many components (Biological sex, gender identity, sexual orientation, gender expression, personality, character, values, beliefs, etc.)

Unit Essential Question Alignment:

1. How do you identify yourself? (What makes you who you are?)
2. Why do people struggle to demonstrate good character in all situations?

Guiding/Exploratory Questions for this Lesson:

1. What does sexuality mean and in what ways do I express my sexuality?
2. How can my reluctance to understand sexuality have a negative impact on my health and the health of others?

Knowledge (Key Concepts):

1. Explain the many aspects of human sexuality and its impact on a person's health.

Skills:

1. Analyze how personal attitudes, values, and beliefs are influenced by family, peers, social norms, and media, and how those influences impact relationships and sexual behaviors.
2. Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings.
3. Demonstrate ways to influence and support others to make positive choices which impact the sexual health of self and others.

Vocabulary:

Heterosexuality	Homosexuality (Same Sex Attraction)	Lesbian
Bisexual	Questioning	Ally
Discrimination	Gay	Biological Sex
Sexuality	Gender Identity	Sexual Orientation
Gender Scripts (Gender Role)	Transgender	Asexual
Intersex	Cisgender	Queer
Gender Expression	Character	Personality
Personal Identity	Values	Beliefs

Suggested Instructional Sequence:

1. Introduction
 - a. Remind students of the ground rules established for this unit to assure that everyone feels comfortable and safe to have conversations about sensitive topics.
 - b. Distribute index cards or strips of paper to students for anonymous questions. Remind students that they may place questions in the Question Box at the end of the class.
 - c. Explain purpose of the lesson is to learn about how our gender identity and sexual orientation are part of our personality and sexuality. Discuss what makes up your Personal Identity: Gender/Biological Sex, Gender Identity, Gender Expression, Personality, Character, Sexuality, Sexual Orientation, Values, Beliefs, Race, Ethnicity, Etc.
2. Introductory Activity "Seven Second Judgement" Activity. Use the "Seven Second Judgement" PPT that shows pictures of all types of people and have them write one or two words down as they are shown the slides (for 7 seconds). Share out. Students will talk about what they thought. Then show 'who these people are'. Discuss were they right or wrong about their judgement? Discuss how to analyze their influences and discover why they make some of the judgements. Maybe think about how they would feel, having people judge them.
3. QUIZ QUIZ TRADE - playing off the last slide in the previous activity (a female model with the gender expression of a male) use quiz quiz trade cards(words from vocabulary list) to introduce gender identity factual vocabulary. Debrief: Was there a definition that you already knew? Was there a vocabulary word that you had never heard before? Was there a word that you thought meant something else?
4. State that people in the LGBT population are one of the most 'bullied' groups. Show 'Scarecrow' video by Melissa Etheridge (This is the Matthew Shepard story of a gay man that was the victim of a violent hate related crime in 1998. Matthew Shepard's story prompted the Hate <http://www.k-j-s.com/scarecrow/scarecrow.html> Crimes Prevention Act in 2009). Debrief: How did you feel when the word 'can't' changed to 'won't' in the video when it talked about forgive/forget? Where does hate come from? Include the following questions for more discussion.
 - How does bullying and teasing negatively impact others? (*Sample answers may include: Feeling like they don't belong, pressured to change or hide who they really are, bad or ashamed of self, fear of coming to school, depressed or suicidal.*)
 - In our society, how are people given the message that being straight is the "right" or "normal" way to be? (*Sample answers may include: Controversy in many places with gay marriage, heterosexual relationships are mostly portrayed in media, parents presume heterosexuality and may ask questions about relationships such as "do you have a girlfriend/boyfriend", straight people don't have to "come out", and LGBT people are targeted for discrimination, threats and violence.*)
 - How can these messages harm or marginalize people? (*Sample answers may include: If straight and hanging around LGBT people, may be labeled as gay; keeps people from being themselves such as wearing the clothes they like or*

listening to certain kind of music they enjoy if deemed different socially by others; makes it difficult for them to pursue interests if stereotypically associated with the other gender - i.e. boy likes to dance; and causes LGBT people to feel ashamed of who they are)

- In what ways does our society, even our community, place expectations on people to be heterosexual and gender conforming?
5. Continue talking about bullying. Cyberbullying, verbal abuse, physical abuse, etc. What groups are victims? Can show clips from Columbine. Talk about the 'bystander effect' (seeing and not doing anything).

Next lesson: Handling Difficult Emotions

6. Explain to students that there is a lot of discussion in the media, in our community, and in politics about gender identity and sexual orientation. There is a lot of factual information about gender and sexual orientation, and there is also a lot of misinformation. Tell the students that this lesson is going to look at some of the language around gender and sexual orientation, and correct some of the misinformation that has influenced our perspective.
7. Group Discussion (Gender Scripts and Stereotypes) - Explain that some people may choose to turn what we feel as a positive aspect of ourselves, into a negative aspect. Or they will try to generalize traits of people. Say, "This generalization is called a 'stereotype' and can be very hurtful and discriminatory towards them." Our society has written general scripts for being male and female. These are referred to as "gender scripts" or "gender roles." These are messages about what is or isn't okay to say, wear, and do as a male or a female. Ask students, "What gender scripts have you gotten or heard about males/boys and females/girls?" Explain to students that many of them might feel comfortable with these scripts, but this is not always the case. Say, "These scripts create sexist behaviors, discriminatory actions, and pressures for people to conform. The best way to reduce stereotypes and discriminations toward all people is to better understand and get to know them. By understanding them better, we can better respect them and their rights."
8. Group Discussion (Gender Identity) - Display the words "Gender Identity" and ask students if they have seen these words before and if they know what it means. After taking a few student answers, clarify that gender identity is a deep feeling people have about their personal gender (a guy, a girl, both, or neither). Explain that at birth, doctors assign a biological sex based upon what they see (external genitalia) - a boy or a girl. This is called a person's biological sex. For some people what they see in the mirror and how they feel on the inside the same and sometimes they are different. People's gender identity sometimes matches their biological sex, we call this "cisgender", and sometimes is different, we call this "transgender." Emphasize that EVERYONE has a gender identity whether it matches your biological sex or not.
9. Group Discussion (Sexual Orientation) - Display the words "Sexual Orientation" and ask students to tell you what comes to their mind when they hear these words. Possible answers might include:
- a. Who you like
 - b. Who you're attracted to
 - c. Who you have sex with

d. Your sexual preference

Explain to students that sexual orientation is a term that's used to describe a person's preference in sexual partners. Categories of sexual orientation have typically been included attraction to people of the opposite sex (heterosexual), attraction to people of the same sex (gay or homosexual), attraction to both sexes (bisexual), and no attraction to either sex (asexual). Emphasize that EVERYONE has a sexual orientation.

10. Presentation (LGBTQ) - Display the letters "L-G-B-T-Q" and ask students to see if they can name the different sexual orientations that are represented by each letter. See answers below:
- Lesbian - Someone who identifies as female who is attracted to another female.
 - Gay - Someone who is attracted to a person of their same gender.
 - Bisexual - Someone who is attracted to people of their own gender and people of a different gender.
 - Transgender - Someone who identifies themselves with a gender that is different than their biological sex. This is actually NOT a sexual orientation, but often included with LGBTQ.
 - Queer or Questioning - Someone may feel like male and female are too restrictive and don't describe them accurately.

Have students help in defining these types of sexual orientations. What do all of these have in common? Why are they presented together in one initialism?

11. Activity (Myth or Fact) - Distribute the "Sexual Orientation: Myth or Fact?" sheet to students and ask them to individually complete. Decide if each statement is a "myth" or "fact." After students individually respond, have them share their answers with a partner and explain their thinking. Students may change their answer before the correct answers are revealed.
12. Personal Reflection - Write 2-3 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.
10. Closure
- Summarize key points of the lesson.
 - Everyone has a gender identity and sexual orientation.
 - People are often mistreated due to stereotypes and biased behaviors of others.
 - Everyone has their own definition of "normal." We should not be critical of other people just because they are different than us. Everyone has rights that should be protected and respected.
 - Distribute and explain any homework assignment and/or Home-Family Connections activity.
 - Remind students to put anonymous questions in the Question Box as they leave class.

Materials and Resources:

Teacher Resources:

- Glencoe Health - Teacher's Edition. McGraw-Hill Education (2015).
- "Gender and Sexual Orientation: Understanding the Difference." Rights, Respect, Responsibility. (Advocates for Youth)
- "Sex? Sexual Orientation? Gender Identity? Gender Expression?" (Teaching Tolerance)
- "Gay, Lesbian, and Bisexual Teens: Facts for Teens and Their Parents." (Healthychildren.org)
- "Student Action" (GLSEN)
- "Sexual Orientation-Teacher Notes"
- "Teacher's Guide: Yellow Flag Language" (Advocates for Youth)
- "Sexual Orientation: Myth or Fact" Answer Key

Video:

- "Sexual Identity," Human Relations Media.
- "Gender Stereotypes" - Break the Box
- "Scarecrow' video" by Melissa Etheridge
- "Seven Second Judgement" Activity PPT

Student Text:

- Glencoe Health Human Sexuality. McGraw-Hill Education (2015).

Worksheets/Journal Inserts:

Worksheet: "Sexual Orientation: Myth or Fact" (Advocates for Youth)

Student Websites:

Parent Info/Resources:

****Note:** By Missouri Law (HB 501) school district are not permitted to use services and literature provided and/or produced by Planned Parenthood.

Home-Family Connection Activity:

- Home Conversation Starter (option #1): Were there any beliefs of stereotypes about LGBT people that you previously had that has changed? If so, then what changed your thinking?
- Home Conversation Starter (option #2): Discuss the top 5 aspects of your personal identity and ask the person you are having the discussion with what theirs are.

Unit Title:

Meiosis and Genetic Inheritance

Description:

Students will study the process of meiosis as the basis for Mendelian laws. They will use this model to explore and predict how traits are passed from generation to generation. They will also understand the significance of sexual reproduction and meiosis as a means of increasing genetic diversity in a population.

Time Frame: 3-4 weeks

Enduring Understandings:

Students will understand that...

- Variability of traits result from unique cell processes and ensure diversity in populations. •
- Cells have processes for maintaining continuity while allowing for diversity.
- There are mathematical models that can be used to describe and predict traits.

Essential Questions:

- Why do we all look different from each other and from our parents?
- How can parent traits be used to predict the traits of their offspring?

Resultant Knowledge:

Students will know...

- The traits of an organism, including gender, are carried on the chromosomes of a cell. •
- The process of meiosis reduces the number of chromosomes in half.
- The stages of meiosis and how the chromosome number is halved when producing gametes. •
- Meiosis increases the variability of traits in offspring.
- Meiosis creates sex cells and is essential for sexual reproduction.
- Independent assortment and crossing over contribute to variation in offspring.
- The process of fertilization.

Resultant Skills:

Students will be able to...

- model and explain the process of meiosis
- compare and contrast meiosis and mitosis
- describe the relationship between alleles, genes, and chromosomes
- predict the possible genotype(s) of an organism given its phenotype
- complete a Punnett Square to predict the traits in offspring for various crosses including: monohybrid cross, codominance, incomplete dominance, multiple allele inheritance (include ABO blood typing), and sex-linked inheritance
- predict a parent's genotype by observing the characteristics of its offspring
- create and interpret a pedigree chart
- analyze a human karyotype and relate it to nondisjunction and other chromosomal mutations.

Learning Targets:

I can:

- outline the process of meiosis.
- compare diploid versus haploid cells.
- use meiosis to explain the genetic variation in life.

- compare meiosis and mitosis.
- use a Punnett Square to demonstrate a monohybrid cross, dihybrid cross, incomplete dominance, codominance, sex-linked traits, and multiple allele inheritance.
- use a pedigree to figure out inheritance patterns
- explain multiple alleles and polygenic and its role in producing more variation ●
analyze a human karyotype.

Established Goals:

9-12.LS1.A.1.LO.1.B
9-12.LS3.A.1.LO.3.C
9-12.LS3.B.1.LO.3.A
9-12.LS3.B.1.LO.3.D
9-12.LS3.B.4.LO.3.E
9-12.LS4.B.2.EC.3.C

Unit Title:

Meiosis and Genetics

Description:

Students will study the process of meiosis as the basis for Mendelian genetics. They will use this model to explore how traits are passed from generation to generation.

Time Frame: 3-4 weeks

Enduring Understandings:

Students will understand that...

- Variability of traits result from unique cell processes and ensure diversity in populations.
- Cells have processes for maintaining continuity while allowing for diversity.
- There are mathematical models that can be used to describe and predict traits.

Essential Questions:

- Why do we all look different from each other and from our parents?
- How can parent traits be used to predict the traits of their offspring?
- How do species maintain chromosome numbers through sexual reproduction over generations?

Resultant Knowledge:

Students will know...

- The traits of an organism, including gender, are carried on the chromosomes of a cell.
- The process of meiosis reduces the number of chromosomes in half.
- Meiosis increases the variability of traits in offspring.
- Meiosis creates sex cells and is essential for sexual reproduction.

Resultant Skills:

Students will be able to...

- model and explain the process of meiosis
- compare and contrast the chromosomal differences of meiosis and mitosis
- predict the genotype(s) of an organism given its phenotype
- employ a Punnett Square to predict the traits in offspring for monohybrid, sex-linked crosses, and beyond Mendelian Genetics examples
- predict a parent's genotype or phenotype by observing its offspring
- create and interpret a pedigree chart
- explain how the fusion of gametes restores the diploid number in a zygote

Learning Targets:

I can

- describe the differences between meiosis and mitosis
- use a Punnett Square to demonstrate a monohybrid cross, incomplete dominance, and co-dominance
- explain why males are more likely to inherit a sex-linked genetic disease.
- use a pedigree to figure out inheritance patterns
- explain multiple alleles and polygenic and their role in producing more variation
- use meiosis to explain why the resultant cells are different which leads to genetic variation of life

Established Goals:

9-12.LS3.A

9-12.LS3.B.1
9-12.LS3.B.2
9-12.LS3.B.3
9-12.LS3.B.4

Child Development 1 Unit Plans & Assessments

[Link to FACS Pathways](#)

Overarching Competencies

- **Collaboration:** Students work together in a variety of settings to achieve a common goal.
- **Communication:** Students process and convey information to effectively communicate a message.
- **Personal Growth & Well Being:** managing emotional, intellectual, physical, and social aspects of living through reflection and revision.
- **Critical Thinking/Problem Solving:** Students identify problems and develop multiple solutions using a thoughtful and creative approach.

Child Development & Education Content Competencies

- Family Structure & Dynamics
- Developmental Needs
- Education

Units

1. *Are You Ready to be a Parent?*
2. *Pregnancy & Childbirth*
 - a. *The Process of Conception*
 - b. *Prenatal Development*
 - c. *Labor/Birth/Delivery*
3. *Care and Characteristics of Newborn/Infant*
4. *Care and Characteristics of Toddlers*
5. *Care and Characteristics of Preschoolers*

Category Weights for Grading:

- 10% Engage
- 35% Explain/Explore
- 45% Elaborate/Evaluate
- 10% Reflection
- (see Schoology Child Development 1 Virtual for color coded tasks)

Unit Length Time Frame	Unit Course Assessment Evidence
2 weeks	<p>Are you ready to be a Parent</p> <p style="text-align: center;">Child Development Parts 1, 2, 3 and 4</p> <p style="text-align: right;"> https://docs.google.com/document/d/1rKSXbelqbbNpFzz6KkPMv5WGQVvBSGzGproGjm2JEy0/edit?usp=sharing </p>

Child Development 1 Unit Plans & Assessments

1 week	<p>The Process of Conception</p> <p style="text-align: center;">Child Development Part 5</p> <p style="text-align: right;">https://docs.google.com/document/d/1rKSXbelqbbNpFzz6KkPMv5WGQVvBSGzGproGjm2JEy0/edit?usp=sharing</p>
2 weeks	<p>Prenatal Development</p> <p style="text-align: center;">Child Development Part 6</p> <p style="text-align: right;">https://docs.google.com/document/d/1rKSXbelqbbNpFzz6KkPMv5WGQVvBSGzGproGjm2JEy0/edit?usp=sharing</p>
1 week	<p>Labor/Birth/Delivery</p> <p style="text-align: center;">Child Development Part 7</p> <p style="text-align: right;">https://docs.google.com/document/d/1rKSXbelqbbNpFzz6KkPMv5WGQVvBSGzGproGjm2JEy0/edit?usp=sharing</p>
4 weeks	<p>Care & Characteristics of Newborn/Infant</p> <p style="text-align: center;">Child Development Part 8</p> <p style="text-align: right;">https://docs.google.com/document/d/1rKSXbelqbbNpFzz6KkPMv5WGQVvBSGzGproGjm2JEy0/edit?usp=sharing</p>
4 weeks	<p>Care & Characteristics of Toddlers</p> <p style="text-align: center;">Child Development Part 9</p> <p style="text-align: right;">https://docs.google.com/document/d/1rKSXbelqbbNpFzz6KkPMv5WGQVvBSGzGproGjm2JEy0/edit?usp=sharing</p>

4 weeks	<p>Care & Child Development Part 10</p> <p>Characteristics of Preschoolers</p> <p>https://docs.google.com/document/d/1rKSXbelqbbNpFzz6KkPMv5WGQVvBSGzGproGjm2JEy0/edit?usp=sharing</p>
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Standards:

- Missouri Association of Career and Technical Education
Child Development 1 Unit Plans & Assessments

Unit 1: Are You Ready To Be A Parent?

Transfer: Students will be able to independently use their learning to:

Determine the decisions needed to be made in order to be an effective caregiver and/or future parent.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The decision to become a parent comes with many roles and responsibilities. • Positive parenting skills can help strengthen family relationships. 	<p>Essential Questions:</p> <p>1. What qualities should a caregiver have to be effective and enhance the life of children?</p>
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Essential Vocabulary:

- Family Structures (Nuclear, Blended, Extended, Adoptive/Foster, Single-Parent)
- Family Life Cycle Stages
- Discipline Techniques
- Observation Records
- Areas of Development (Physical, Social/Emotional, Moral, Linguistic, Cognitive) • Patterns of Development

Resultant Knowledge:

Students will know...

- Determine the knowledge, skills and dispositions needed to work with children and their impact on the child
- Determine the importance of observing children and which observation method works best in various situations

Resultant Skills:

Students will be able to...

- Assess parenthood readiness factors
- Compare and contrast family structures, life cycle stages, and roles/responsibilities
- Apply positive discipline techniques to various situations

Learning Targets:

- I can...

Child Development 1 Unit Plans & Assessments

- Determine the knowledge, skills and dispositions needed to work with children and their impact on the child
- Assess parenthood readiness factors
- Compare and contrast family structures, life cycle stages, and roles/responsibilities
- Compare and contrast influences on child development (nature vs. nurture)
- Compare and contrast areas of child development (The Big 5 - physical, linguistic, moral, social/emotional, cognitive/intellectual)
- Compare and contrast the patterns of child development
- Determine the importance of observing children and which observation method works best in various situations
- Apply positive discipline techniques to various situations

Unit 2: Process of Conception

Transfer: Students will be able to independently use their learning to:

Make connections between the choices they make regarding sexual activity and the consequences that follow.

Enduring Understandings: <ul style="list-style-type: none">• My choices and decisions affect my sexual activity.	Essential Questions: <ul style="list-style-type: none">• What factors affect the process of conception?
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Essential Vocabulary:

- Reproductive systems
- Process of conception
- Contraception

Resultant Knowledge: Students will know... <ul style="list-style-type: none">• Analyze teen pregnancy statistics• Identify the reproductive systems• Explain the process of conception• Analyze factors affecting the process of conception• Identify options for infertility	Resultant Skills: Students will be able to... <ul style="list-style-type: none">•
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Child Development 1 Unit Plans & Assessments

<ul style="list-style-type: none">•

Learning Targets:

- I can...
 - Analyze teen pregnancy statistics
 - Identify the reproductive systems
 - Explain the process of conception
 - Analyze factors affecting the process of conception
 - Identify options for infertility
 - Evaluate different forms of contraception

Unit 3: Prenatal Development

Transfer: Students will be able to independently use their learning to:

Create a plan to promote a healthy pregnancy for both the mother and the baby.

Enduring Understandings:

- The decision to become pregnant and start a family comes with many decisions and responsibilities. Proactive steps early in pregnancy can help prevent problems later.

Essential Questions:

- What proactive measures make a healthy pregnancy?

Essential Vocabulary:

- Birth defects
- Environmental hazards

Resultant Knowledge:

Students will know...

- the stages of prenatal development (changes in the mother and baby)

Resultant Skills:

Students will be able to...

- identify ways a mother can promote good health for herself and her fetus during pregnancy
- compare and contrast heredity vs. environmental birth defects and its impact on the areas of child development

Child Development 1 Unit Plans & Assessments

- Compare and contrast multiple births and gender determination

Learning Targets:

- I can...
 - Compare and contrast the stages of prenatal development (changes in the mother and baby)
 - Identify ways a mother can promote good health for herself and her fetus during pregnancy
 - Compare and contrast heredity vs. environmental birth defects and its impact on the areas of child development
 - Compare and contrast multiple births and gender determination

Unit 4: Labor/Birth/Delivery

Transfer: Students will be able to independently use their learning to:

- Create a birth plan considering optimum choices for the health and safety of the mother and newborn.

<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Labor, birth, delivery is inevitable and an unpredictable process.	<p>Essential Questions:</p> <ul style="list-style-type: none">● What choices and control do parents have regarding labor, birth and delivery?
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Essential Vocabulary:

- Types of Birth
- Birth Plan
- Breastfeeding
- Interventions

Child Development 1 Unit Plans & Assessments

<p>Resultant Knowledge:</p> <p>Students will know...</p> <ul style="list-style-type: none">● Options for delivery● Identify the stages of labor● Interventions used during difficult	<p>Resultant Skills:</p> <p>Students will be able to...</p> <ul style="list-style-type: none">● Create a birth plan based upon current medical information.
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labor.

- Weigh the pros and cons of breastfeeding vs. formula
- Create a postnatal plan for the first year of life.

Learning Targets:

- I can...
 - Create a birth plan
 - Compare and contrast options for delivery
 - Identify the stages of labor
 - Identify interventions used during labor.
 - Weigh the pros and cons of breastfeeding vs formula
 - Create a postnatal plan

Unit 5: Care and Characteristics of Newborn/Infant

Transfer: Students will be able to independently use their learning to:

Enhance the areas of development and demonstrate proper care techniques for a newborn and infant.

Enduring Understandings:

- The first year of life is marked by rapid growth and development.

Essential Questions:

- What are the elements that contribute to the health and well being of an infant?

Essential Vocabulary:

•

Child Development 1 Unit Plans & Assessments

Resultant Knowledge:

Students will know...

-

Resultant Skills:

Students will be able to...

-

Learning Targets:

- I can...
 - Describe what occurs to baby and mother postnatal
 - Identify the developmental milestones of infants
 - Demonstrate how to care for an infant (Real Care Baby Simulation)
 - Explain the role of attachment and the environment on an infant
 - Explain the value of play in developing creativity, imagination, math, reading, and language readiness
 - Create a safe, developmentally appropriate toy/activity that enhances areas of infant development

Unit 6: Care and Characteristics of Toddlers

Transfer: Students will be able to independently use their learning to:

Enhance the areas of development and demonstrate proper care techniques for a toddler.

Enduring Understandings:

- Parents and caregivers have an enormous responsibility in enhancing the development of their toddler's growth and development.

Essential Questions:

- What are the elements that contribute to the health and well being of a toddler?

-

Essential Vocabulary:

-

<p>Resultant Knowledge:</p> <p>Students will know...</p> <ul style="list-style-type: none"> • 	<p>Resultant Skills:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> •
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Learning Targets:

- I can...
 - Identify the developmental milestones of toddlers
 - Explain the role of attachment while providing a stimulating environment for a toddler
 - Explain the value of play in developing creativity, imagination, math, reading, and language readiness
 - Create a safe, developmentally appropriate toy/activity that enhances areas of toddler development
 - Observe and analyze the area of development of toddlers

Unit 7: Care and Characteristics of Preschoolers

Transfer: Students will be able to independently use their learning to:

Enhance the areas of development and demonstrate proper care techniques for a preschooler.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Parents and caregivers have an enormous responsibility in enhancing the development of their preschooler's growth and development. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the elements that contribute to the health and well being of a preschooler?
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Essential Vocabulary:

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Child Development 1 Unit Plans & Assessments

Resultant Knowledge:

Students will know...

-

Resultant Skills:

Students will be able to...

-

Learning Targets:

- I can...
 - Identify the developmental milestones of preschoolers
 - Explain the importance of a stimulating environment on a preschooler
 - Explain the value of play in developing creativity, imagination, math, reading, and language readiness
 - Create a safe, developmentally appropriate toy/activity that enhances areas of preschool development
 - Observe and analyze the areas of development

AM Sessions	
8:00 - 9:15 am	<p>Math Teachers: Looking into a targeted evaluation: Algebra 1 Location: North High Cafeteria</p> <p>Science Teachers: Choice Group #2 (see this link) Location: North High Science Classrooms</p>
9:15 - 9:30 am	BREAK and TRANSITION to Book Study Location
9:30 - 11:00 am	Book Study Cohort Kick- Off Locations: North High Cafeteria and North High Library
11:00 am - 12:00 pm	LUNCH - On your own
PM Sessions	
TIME	Session Title and Description
11:00 am - 12:00 pm	<p>Virtual Campus Teacher Information Session <i>Note: This session is being held at FOUR different times. Virtual Campus teachers only need to attend ONE of the sessions. Other times are:</i> Monday, August 16 - 2:00 pm Tuesday, August 17 - 11:00 am Tuesday, August 17 - 12:00 pm Wednesday, August 18 - 1:00 pm <i>Note: If you choose this session, please adjust your lunch time accordingly.</i></p> <p>Meeting Link</p>
12:00 - 1:00 pm	<p>Virtual Campus Teacher Information Session <i>Note: This session is being held at FOUR different times. Virtual Campus teachers only need to attend ONE of the sessions. Other times are:</i> Monday, August 16 - 2:00 pm Tuesday, August 17 - 11:00 am Tuesday, August 17 - 12:00 pm Wednesday, August 18 - 1:00 pm</p> <p>Meeting Link</p>
12:00 - 1:00 pm	<p>Digging into Delta Math Join other math teachers and share what you tried, learned and would like to do with Delta Math this year. Start at the initial link and feel free to create new links and work in specific content based groups.</p> <p>Virtual - Self Facilitated meet.google.com/jpe-viof-kdo</p>
12:00-3:00 pm	<p>New Virtual Resources for Honors Geometry Take time to explore the self training modules provided by McGraw Hill for our new resources. Virtual Resources provided by McGraw Hill to get started</p>

12:00-1:30 pm	<p>Webassign Training and Refresher Webassign is Parkway's virtual resource for College Algebra, Calculus, PreCalculus, HA2T, and Trig. Join a representative from Cengage/WebAssign and learn how to implement the virtual resource into your instruction. This session is good for new users or for those that would like a refresher. Topics will include course set-up and creating and scheduling assignments.</p>	<p>https://cengage.zoom.us/j/98233214449</p>
12:00-12:30 pm	<p>College Algebra Planning With the new high school schedule, it looks like there will be time to add additional topics that were not listed in the semester agreements last year. Join the other College Algebra teachers to discuss what to add and when.</p>	<p>Virtual - Self Facilitated http://meet.google.com/firm-sskt-aok</p>
12:00 - 12:30 pm	<p>Beta Chi Pi Sponsors Sponsors of the science honor societies can share their current practices and discuss successes and challenges.</p>	<p>Virtual - Self Facilitated Virtual Meeting Link</p>
12:30-12:45 pm	<p>Science Teacher Updates Join Jenny for a quick welcome back and a few announcements to start the 2021-2022 school year.</p>	<p>Virtual - Meeting Link</p>
12:45-1:00 pm	<p>Physics Teacher Check-In Join Jenny for a quick Q and A on a couple of physics related topics</p>	<p>Virtual - Meeting Link</p>
1:00-3:00 pm	<p>Working with Transgender Students: Terminology, Policies, and Best Practices for Inclusive K-12 Schools Creating and sustaining a gender-inclusive school can seem like a mountainous challenge. This presentation will cover some basic and some in-depth concepts for maintaining a supportive school environment for all students, including transgender and gender-diverse students. From terminology to statistics to state and federal policies to best practices, school staff from all levels will learn about the different aspects to ensuring their school can be a welcoming space for transgender and gender-diverse students.</p>	<p>Virtual Meeting Link <i>Please register at the link if you would like to attend.</i></p>
1:00 - 2:00 pm	<p>Digging into Delta Math Join other math teachers and share what you tried, learned and would like to do with Delta Math this year. Start at the initial link and feel free to create new links and work in specific content based groups.</p>	<p>Virtual - Self Facilitated meet.google.com/jpe-viof-kdo</p>
1:00-2:30 pm	<p>Jumping into Physics Classroom and Teacher Tracker Collaborate with other physics teachers to learn more about this new resource.</p>	<p>Virtual - Self Facilitated meet.google.com/ekm-cavc-mpr</p>
1:30-3:00 pm	<p>Science Safety Refresher Science Teachers in years 1-3 should attend if you have not already done so. Learn about all the equipment in your classrooms, practice with a fire extinguisher and review proper chemical labeling procedures.</p>	<p>In-Person at Central High - Room 2110 in the science wing</p>

1:30-3:00 pm	<p>Webassign Open Office Hours Join a representative from Cengage/WebAssign and have your specific questions answered.</p>	<p>https://cengage.zoom.us/j/98233214449</p>
2:00 - 3:00 pm	<p>Desmos Share Session Join other math teachers and share what you tried, learned and would like to do with Desmos this year. Start at the initial link and feel free to create new links and work in specific content based groups.</p>	<p><i>Virtual - Self Facilitated</i> meet.google.com/jpe-vioj-fkdo</p>

HIGH SCHOOL MATH

During each PD day in 2021 -2022, the high school math teachers will have one-90 minute session devoted to a book study. The other 90 minute session will either be whole group learning or other work opportunities like resource adoptions or other choice activities. More information about the other session choices will be given next school year.

In order to make sure we have the reading materials available at the start of next school year, please fill in this form by July 1 with your choice of study.

Choice 1 Options

Interdisciplinary Options - join a book study with teachers from across content areas

- *Think Again: The Power of Knowing What You Don't Know*
- *NeuroTribes: The Legacy of Autism and the Future of Neurodiversity*
- *How to Be an Antiracist*
- *Dare to Lead and Daring Classrooms*
- *How to Differentiate Instruction in Academically Diverse Classrooms*
- *Why we sleep*

Math Specific Options - join a book study specific to math

- *Mathematical Mindsets*
- *Promoting High Quality Mathematics in 9-12 classrooms*
- *Changing the face of mathematics: perspectives on gender*
- *Mathematics for Everyone: responding to diversity*

Whole Group Math Sessions

August - Algebra 1 feedback session

November - Orchestrating Mathematical Discussions

January - High ceilings, low floors, and Mo Leap Assessment Questions

February - Resource Adoptions and Choice sessions

Choice Sessions (Choice 2) in February will include:

- Digging into computer science applications in math curriculum
 - In the past several years, ideas have been presented and experimented with at PD days including use of TI Rovers and Spheros. Use this time to practice the strategies learned and write lessons to be used with specific units in our math curriculum. Goal would be to post lessons in Schoology Resources. In the HS Math Group.
- High Leverage Math Strategies on the Chromebook
 - Use of Chromebooks in math curriculum has become common. Share experiences with other teachers, practice strategies, and post lessons to Schoology Resources in the HS Math Group.
- Interdisciplinary Projects and Units

- Learn more about Problem Based Learning and create projects or units with a PBL and/or interdisciplinary lens.
 - PBAM course
- Please contact Jenny Proffitt if you would like to add additional choices

HIGH SCHOOL SCIENCE

During each PD day in 2021-2022, the high school science teachers will have one-90 minute session devoted to choice sessions in a science specific area (Choice 2) and one-90 minute book study choice session (Choice 1).

In order to make sure we have the reading materials available at the start of next school year, please fill in this form by July 1 with your choice of study.

Choice 1 Options

Interdisciplinary Options - join a book study with teachers from across content areas

- *Think Again: The Power of Knowing What You Don't Know*
- *NeuroTribes: The Legacy of Autism and the Future of Neurodiversity*
- *How to Be an Antiracist*
- *Dare to Lead and Daring Classrooms*
- *How to Differentiate Instruction in Academically Diverse Classrooms*
- *Why we sleep*

Science Specific Options - join a study specific to science content

- Digging into diverse scientists- a study of biographies
 - Codebreakers
 - Headstrong
 - Choices from other media will be included
 - PBS
 - NOVA
 - *Discovery Education - also has many videos available. Enter through Clever*
- Science in the City: Culturally Relevant STEM Education
- Teaching Science for Social Justice

Choice 2 Options

Create Options

- Converting LoggerPro experiences to Vernier Graphical Analysis and Video Analysis
 - With the move to Chromebooks, all lab work will now need to reflect the use of Vernier Graphical Analysis and Video Analysis. Use this time to learn both

programs and convert your labs to the new formats. Goal is to post finished projects in Schoology Resources in the HS Science Group.

- Homegrown virtual lab experiences
 - Use this time to build virtual lab experience including videos and supporting documents. Goal is to post completed student experiences (with answer keys for teachers) in Schoology Resources in the HS Science Group.
- Implementing chemical labeling and inventory
- PBL/Interdisciplinary Units
 - [The Boy Who Harnessed the Wind](#)

Large Session Option

- Digging into timely, historical, and controversial topics in science
 - Advances in science sometimes come at a cost. Through readings, podcasts and other media, we will explore some of the well-known and not-so-well-known stories of scientific discoveries and the lessons we can learn from them. Each session will include time to review stories, discuss with colleagues, and debrief where this applies in our curriculum. Lessons for students will be made available in Schoology Resources in the HS Science Group.

[LINK TO FORM](#)

MATH EMAIL

You made it! The 2020-2021 school year is coming to an end! Thank you for all you did to support students, families, and colleagues as we navigated this school year.

As this year closes, I am beginning to plan for next year. Right now I am exploring a plan for PD days in 2021-2022 that includes one-90 minute session devoted to a book study. The other 90 minute session will either be whole group learning, work opportunities like resource adoptions, or other choice activities. More information about the second session choices will be given next school year.

In order to gauge interest in topics and ensure we have the reading materials available at the start of next school year, please fill in this form by **July 1** with your top two choices. .

Interdisciplinary Options - join a book study with teachers from across content areas

- *Think Again: The Power of Knowing What You Don't Know*
- *NeuroTribes: The Legacy of Autism and the Future of Neurodiversity*
- *How to Be an Antiracist*
- *Dare to Lead and Daring Classrooms*
- *How to Differentiate Instruction in Academically Diverse Classrooms*
- *Why we sleep*

Math Specific Options - join a book study specific to math

- Digging into Diverse Mathematicians -this study will involve information from various sources including books podcasts, articles and other media
- *Mathematical Mindsets*
- *Promoting High Quality Mathematics in 9-12 classrooms*
- *Changing the face of mathematics: perspectives on gender*
- *Mathematics for Everyone: responding to diversity*

Enjoy the summer!

- Jenny

SCIENCE EMAIL

You made it! The 2020-2021 school year is officially coming to an end! Thank you for all you did to support students, families, and colleagues as we navigated this school year.

As this year closes, I am beginning to plan for next year. Right now I am exploring a plan for PD days in 2021-2022 that includes one-90 minute session devoted to a book/topic study. The other 90 minute session will be a choice sessions in a science specific area. More information about the second session choices will be given next school year.

In order to gauge interest in topics and ensure we have the reading materials available at the start of next school year, please fill in this form by **July 1** with your top two choices.

Interdisciplinary Options - join a book study with teachers from across content areas

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- Digging into diverse scientists- a study of biographies. Possible titles include:
 - Codebreakers
 - Headstrong
 - Choices from other media will be included
 - PBS
 - NOVA
 - Discovery Education - also has many videos available. Enter through Clever
- Science in the City: Culturally Relevant STEM Education
- Teaching Science for Social Justice

Enjoy the summer!

Jenny