

Building a Curriculum for Formalized Planning Courses in High Schools

Problem Description

As America's population shuffles ever toward urban centers, planning of our "cities of tomorrow" becomes an ever more critical task in maintaining or improving the quality of life in our country. In other places once thriving urban metropolises begin to age and lose much of their population creating novel problems of what to do with the unused space. Probably more so than any other time in our country's history there is a need for qualified, highly educated, planners to both meaningfully engage the communities of these cities and bring forth cutting-edge ideas to solve problems some of which have never been seen before.

Moreover despite some efforts made within academia, planning remains a largely white, male, middle class occupation. Statistically speaking, roughly 78% of the profession is staffed by the white community and men account for 2/3rds of the planner population. Many of the most substantial problems affecting Americans which planners have the power and expertise to affect are being born by the minority and low-income population of which only a tiny portion of the planning community is drawn from.

One potential solution to both the problem of needing additional, highly qualified planners and trying to diversify the planning population is to give students earlier exposure to a planning curriculum. The City Planning profession is not, despite its importance, a well known profession. Most students do not get exposed to the existence of the vocation, the issues it tackles, and the kind of work it pursues across the government, private sector, and non-profit arenas, until they are already in college and in many cases have already decided upon a career path. At UNC for example, the lack of undergraduate degree in planning means that unless a student ends up here for other reasons they may never even find the program when searching for offerings across universities. In order to expose students to the planning history and profession in the US I believe it is critical that a course offering be added to the curriculum of high schools across the state.

Separately from the diversity in planning concern, community engagement has become an increasingly large focus of young up and coming planners and the planning industry in general. Planning departments in cities across the US still struggle to figure out how to meaningfully engage with the populations they are trying to serve. Planning professionals lament the seeming inability to bring in voices from the most marginalized populations and underserved groups within their municipalities. One key component of this puzzle of bringing those residents into the conversation is simply making them aware, at every available

opportunity, of how to navigate the system that exists. Not only is it important to help these residents understand how the system works but also imperative would be the importance of getting involved in it and the consequences of being left out. Connecting these dots via an introductory program, built into the high school curriculum offerings, is absolutely critical to building a populace who knows *how* and *why* to engage with the planners who are reaching their hands out. Trying to offer such programs to adults with full time jobs seems far less effective than taking the captive audience of rising high schoolers and putting this information in front of them.

Unfortunately as things stand the entirety of planning: how citizens interact in the planning process, the history of planning and effect on cities as well as major topics at the core of it are completely left out of the social studies curriculum. The current curriculum of courses such as “Civic Literacy” does have standards which align with the core goals of a planning curriculum such as:

“CL.E.1.1 Explain how the role federal and state governments play in economic decision-making impacts economic mobility, status, and quality of life of individuals living in America.”

Despite this though, the actual content of these courses does not really touch on how local governments and state governments make *planning* decisions which massively affect the residents therein. Instead these courses largely focus on broader topics such as the basic structure of state government, the party system, and how laws get made. This lack of education on the subject and profession of City Planning leaves graduates, especially those from historically disadvantaged populations, extremely likely to leave high school with very little training on how to participate in the fundamental processes which shape housing, utilities, transportation, and dozens of other basic aspects of their day to day lives.

Solution Process

This masters project aims to create a curriculum, pacing guide, and course outline for a potential submission to the Wake County Magnet office to be considered as a new Magnet Elective on Planning. The course will focus on both the history, significance, and application of planning as a profession and concept . The course will be primarily recommended for upperclassmen.

Once the project is complete and has been approved by the Department of City and Regional Planning at UNC the full breadth of the materials will be distributed to social studies departments at Millbrook High School and North Wake Academy. I will, with luck, be able to conduct a short presentation for these departments on why this is an important subject and how they can go about potentially getting the subject offered at their schools. Wake County does not allow outside sources (even former teachers) to submit new electives; however the included Magnet Elective Course Overview Document should largely remove any substantial work needed on the schools social studies department's part and facilitate getting the process begun. From there it's a matter of approval from the magnet office and then the course, along with whatever tweaks are requested, will be available to offer at any magnet school in Wake County. Because of the current nature of Wake County schools, especially at the high school level, approval by the Magnet Office will allow it to be taught in over 40% of the system's schools.

Summary of Components

- I. **Magnet Course Elective Overview:** This document provides the summary of the course and its units, projects, and aligned standards. If this course is chosen to be used within a school this document will provide all the necessary information for submitting the course for approval with the magnet office in Wake County.
- II. **Unit 1: History of Planning:** This is the first unit and the only unit which deals primarily with historical content. It introduces the who, what, when, where of the profession and helps students connect it to what they see taking place within their own community.
- III. **Unit 2: Land Use Law:** This unit primarily deals with the vocabulary commonly used in traditional city planning. It is also the unit that delves the deepest into the role of residents in making planning decisions.
- IV. **Unit 3: Housing Policy:** This is the first of 3 units aimed at dealing with the key planning concepts of housing, transportation, and land use. Housing specifically targets issues such as the housing shortage, the role of LIHTC, as well as bigger problems such as gentrification and displacement.
- V. **Unit 4: Transportation Policy:** This unit continues the theme of major concerns but focuses on transportation concerns. It touches briefly on the way in which transportation has evolved in the US and the changes that came with it but then transitions into a bigger conversation around how to make American cities more efficient, equitable, and walkable through better transportation planning.

- VI. Unit 5 Land Use Policy:** This unit focuses primarily on the role of planning in mitigating hazards and preventing loss of life and property. It also touches on climate change's role in planning and how planners can prevent environmental injustice.
- VII. Unit 6 The Future of Planning:** This is the most open ended unit. It is intended to allow the teacher of the class to bring in the most pressing topics they feel get left out in earlier units. It is also intended to give students an opportunity to get to work on a project specifically built on topics they found the most interesting from what the course offered to that point.

Further Work to be Done

Ultimately this is only the beginning of the process. It would be a worthwhile endeavor for DCRP to reach out to schools in Wake, Orange, and Durham counties and consider building partnerships for interested students. Building relationships with these schools would go a long way toward increasing attendance and interest in the profession and diversifying the population.

Additionally it is only the first step to add planning into the elective pool for schools. Specific addition of the mechanisms of planning would be highly appropriate for introduction within Civic Literacy (a mandated course) instead of just having an elective that offered this information. Significant alterations of courses offered as core across all schools in the state will likely require work with the Department of Public Instruction as well as potentially the NC general assembly. That said, even just educating North Carolina's civics teachers on easy ways to incorporate planning into lessons on local government or offering project based learning concepts that teachers can use would be a worthwhile small project for future DRCP students. These sorts of resources go a long way and are difficult for teachers to produce. Those that get produced are typically behind paywalls that prevent educators from accessing them. As we move forward as a state though, the more access NC and US teachers have to information on planning the more likely it is to work its way into their lessons with or without official changes to their state's standard course of study.

MAGNET ELECTIVE COURSE OVERVIEW - INTRO TO CITY AND REGIONAL PLANNING

Course Title: Intro to City and Regional Planning	Length: YL (A/B Schedule)
Grade Span: 9 - 12	
Course Description: Introduces the concept of planning for the future of regions and specific municipalities, the history of planning as a discipline, its primary controversies, and how it will shape the future of the United States	
Prerequisite skills/knowledge, if any that are helpful for optimum success in this course: <ul style="list-style-type: none">- Basic understanding of the US government structure (Civics) would be helpful but is not required- Basic understanding of the history of the United States would be useful but is not required	
Learner Objective(s) - At the end of this elective, the student should be able to: <ol style="list-style-type: none">1. Understand how the history of planning has affected the nation they live in2. Understand how land use law shapes every municipality3. Describe the areas of planning specialty4. Analyze the role of planning in creating equity and prosperity in the future	
NC SCoS and/or Essential Standards Alignment: <ol style="list-style-type: none">1. FP.C&G.2 - Analyze government systems within the US in terms of their structure, function, and relationships.2. FP.C&G.3 - Analyze the legal system within the US in terms of the development, execution and protection of citizenship rights at all levels of government3. FP.C&G.5 - Analyze how political and legal systems within and outside of the US provide a means to balance competing interests and resolve conflicts.4. CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels.5. CL.B.1 Understand how values, beliefs, and norms influence the American system of government.6. AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.7. AH.C&G.2 Analyze the American political system in terms of conflict, compromise, and consequence.8. AH.E.1 Analyze the American economic system in terms of affluence, poverty, and mobility.9. AH.H.3 Analyze various turning points in American history in terms of perspective, causation, and change.	
Suggested Pacing-Provide Overview of lesson-length of lesson (days or weeks) <ol style="list-style-type: none">A. Introduction - "What is planning? Why do we Plan? - 3 days/5 weeksB. History of Planning - 15 days/3 weeksC. Land Use Law - 15 days/3 weeksD. Housing Policy - 15 days/3 weeksE. Transportation Planning - 15 days/3 weeksF. Land-Use Planning - 15 days/3 weeksG. Future of Planning - 12 days/2.5 weeks	
*any module can/should be adjusted in lesson length as needed based on number of students and availability of equipment.	

Literacy Alignments within this course- In addressing the Shifts to the Standards, broadly describe how the following parameters will be addressed within this elective, WHERE APPLICABLE: “In 6-12, ELA classes place much greater attention to a specific category of informational text-literary nonfiction-than has been traditional. In grades 6-12, *the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.*”

- **Description:** The ELA Standards at the High School level require learners to interact with texts to identify Key Ideas and Details, Craft and Structure, and the integration of Knowledge. Students will directly improve skills related to informational texts through research and analysis of policy. There will be extensive opportunities to work with primary sources (town meetings recordings, municipal code, etc) and a students ability to fulfill objectives such as RI9-10.1(citing strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text) as well as and especially RI 5.3 (Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.) will be critical to their success in the course.

- **Provide course vocabulary here:**
 - Planning
 - “Wicket Problem”
 - Redlining
 - Urban Renewal
 - City Beautiful Movement
 - Urban Core
 - Central Business District
 - Suburbs
 - Exurbs
 - Greenbelt
 - Ordinance
 - Zoning
 - Extra Territorial Jurisdiction
 - Variance
 - Plat
 - Comprehensive Plan
 - Quasi-Judicial Decision
 - Legislative Decision
 - Administrative Decision
 - Unified Development Ordinance
 - Setback
 - Board Of Adjustment
 - Town Council
 - Buffer Zone
 - Eminent Domain
 - Easement
 - Urban Growth Boundary
 - Accessory Use
 - Housing Density
 - Urban Sprawl

- Infill Development
- Land Trust
- Affordable Housing
- LITHC
- Cottage Court
- Multi-Family Housing
- Single-Family Home
- Mortgage
- "Rent-Burdened"
- Busing
- Private Equity Firm
- Public Housing
- Gentrification
- Displacement
- Risk
- Vulnerability
- Hazard
- Exposure
- Climate Change
- Sea-Level Rise
- Floodplain
- Hazard Mitigation Plan
- Climate Resilience
- Mitigation vs. Adaptation
- Permeable Surface
- Building Code
- Transit Corridor
- Public Transportation
- Mass Transit
- Commercial Corridor
- High Speed Rail
- Light-rail Transit
- GIS
- Reliability vs. Punctuality
- Transit Oriented Development
- Bike Lane
- Bus Rapid Transit
- "Complete Streets"
- Walkability
- Placemaking
- New Urbanism
- Community Engagement Plan
- Smart Growth

Essential Questions/Relevancy-WHY do students need to know or be able to do this/how can they apply it in their lives?

- **Relevance:** City and regional planning, whether we acknowledge it or not, has a tremendous impact on our day to day lives. Far more so than the vast majority of the content in typical social studies classes, issues like the lack of affordable housing, redlining, and gentrification will actively shape their visible world and the world of their friends and family. Understanding the systems and levers of power which shape and change the urban landscape is an invaluable tool in beginning to take active part in said shaping as a participant rather than just an observer. In this course students will get the fundamental understanding they need to become motivated citizens in their local planning ecosystem. In developing their own solutions to the big problems facing the city planning community they can start to see how they can affect the kind of change they would like to see in their local environment. This course will also provide a new source of foundation knowledge in possible future careers in things like public administration, land use law, and of course planning itself. It also provides fertile ground for project-based learning opportunities and potentially community service.
- **IB Alignment:** To support the ongoing work of the MYP and DP programs at Millbrook High School, the City and Regional Planning Courses will embed instruction and reflection on both the Learner Profile and even more so the Approaches to Learning skills. Each unit will focus on one or two ATLs or Learner Profile traits. These aspects will be built into the large projects which will define each unit so that each project not only builds the ATLs it allows students to reflect on their LP traits. Each units project will have a central question that emphasize these aims:
 - **Unit 1:** This unit's project will be a straight-forward presentation about a key event in the history of planning in the United States.
 - ATLs: **Research** - Access information to be informed and inform others & **Communication** - Negotiate ideas and knowledge with peers and teachers
 - LP Reflection Question: *"How does being a better communicator help me deliver complex ideas in a way that keeps them relevant for my audience?"*
 - **Unit 2:** This unit's project will be answering a semi-complex code based scenario and then breaking down the argument for the class.
 - ATLs: **Research** - Make connections between various sources of information & **Thinking** - Practice observing carefully in order to recognize problems
 - LP Reflection Question - *"In what ways can being an inquirer into fields unrelated to my profession help me have a more fruitful existence?"*
 - **Unit 3:** This project will look at different solutions to the shortage of affordable housing and how they are being applied across the US
 - ATLs: **Social:** Delegate and share responsibility for decision-making & **Self-Management:** Use appropriate strategies for organizing complex information
 - LP Reflection Question - *"What are the long term effects for me of being more knowledgeable about issues around the US?"*
 - **Unit 4:** This unit's project will be a deep dive into one particular form of mass transit in operation somewhere in the world and a recommendation for how it could be brought to Raleigh.
 - ATLs - **Research** - Collect and analyze data to identify solutions and/or make informed decisions & **Thinking** - Consider multiple alternatives, including those that might be unlikely or impossible
 - LP Reflection Question - *"In what ways is **open-mindedness** helpful when making big decisions about restructuring aspects of a city?"*

- **Unit 5:** This unit's project will be an investigation of the how vulnerability and exposure affect specific communities across the United States
 - ATLS - **Social** - Practice Empathy & **Research** - Demonstrate awareness of media interpretations of events and ideas
 - LP Reflection Question - *"Is it more important to be **caring** or **principled** when making decisions about the quality of people's lives?"*
- **Unit 6:** This unit's project will be about constructing a community engagement plan for a hypothetical future project.
 - ATLS - **Communication** - Negotiate ideas and knowledge with peers and teachers & **Thinking** - Apply skills and knowledge in unfamiliar situations Inquire in different contexts to gain a different perspective
 - LP Reflection Question - *"How does a **reflective** planner build on the ideas that came before them and the successes and failures their city has had?"*

Essential Question 1: In what ways have the decisions of the planning community historically shaped the lives of all American citizens?

Essential Question 2: How much agency does a typical citizen have in the form and function of the municipality in which they live?

Essential Question 3: To what extent is access to housing an essential right granted to all American citizens?

Essential Question 4: What methodologies best ensure that the environmental and logistical goals of municipal transportation are accomplished?

Essential Question 5: How can local governments best prepare to ensure the survival and sustained resiliency of their towns and cities in the face of a rapidly shifting climate?

Essential Question 6: Should major planning decisions be made primarily by experts or by the people those decisions will actually affect?

Types of Benchmarks of Learning and/or Assessments:

● **Teacher Assessment Opportunities**

- Each unit will consistently include minor scenario-based assessments and activities which will allow the teacher to gauge the degree to which students are grasping key vocabulary and basic concepts. In addition to these assessments each unit will culminate in a large project-based learning assessment which will replace the role more formal tests would have in a traditional humanities classroom. These projects will bring together both the specific content of the unit and demonstrate student's mastery of it but also grant opportunities to build soft skills and group coordination.

● **Peer Assessment Opportunities**

- One of the strongest focuses of this course will be the development of student's capacity to function as part of a larger group. Each project they attempt will be group based and include detailed assessment of peer performance. Students will not only assess each other's contribution to the larger project but they will attempt to analyze the strengths and weaknesses of their teammates and use various techniques to improve the performance of their colleagues

over the school year.

- **Self-Assessment Opportunities**

- In tandem with the group assessment opportunities stemming from the continued project based learning of this course students will also be given focused opportunities to consider themselves. Not only will each project have content and technical skills to self-assess but students will also be encouraged to reflect on their growth through the IB Learner Profile lens built into each project.

Wake County Schools
Intro to City and Regional Planning
Social Studies Unit Guide

Last updated 7/19/2022

Unit Title:	The History of Planning	Conceptual Lenses:
Recommended Pacing:	15 Days	Values and Beliefs Change and continuity Diversity and unity Authority/Power Democracy

Unit Overview:

Why do we plan? The origins and culture of American planning have a long and storied history. In order to understand how their cities took the form they have today students must dive into this history and learn about the decisions and movements as well as laws and Supreme Court cases which created the current urban paradigm in which we all cohabitate. This unit students will begin with some basic planning concepts and discuss the idea of a “wicked problem” and what makes them so difficult to solve. Then the students will get into early movements and key planners in order to grasp the genesis of American planning. Next they will transition into some of the biggest and most controversial decisions in US history to gain an understanding of how planning decisions translate into some very problematic outcomes. Finally students will put all of this knowledge together as they select one planner, policy, or project and deliver a research presentation on its impact on the overall landscape of planning. This knowledge will form the foundation of information that will be used the entire course to give context to all other conversations surrounding planning.

Semester Long Standards (Applies to all units)

I.1.1 Compelling Questions

- Identify issues and problems in social studies
- Formulate questions based upon disciplinary concepts

I.1.2 Supporting Questions

- Identify related issues and problems related to the compelling question
- Formulate supporting questions

I.1.3 Gathering and Evaluating Sources

- Locate credible primary and secondary sources
- Identify a variety of primary and secondary sources in support of compelling and supporting questions
- Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies
- Determine the origin, context, and bias of primary and secondary sources
- Differentiate between facts and interpretation of sources

- Evaluate competing historical narratives and debates among historians

I.1.4 Developing Claims and Using Evidence

- Analyze data from charts, graphs, timelines, and maps
- Analyze visual, literary, and musical sources
- Examine change and continuity over time
- Analyze causes, effects, and correlations
- Determine the relevance of a source in relation to the compelling and supporting questions

I.1.5 Communicating Ideas

- Construct written, oral, and multimedia arguments
- Support arguments with evidence and reasoning while considering counterclaims
- Use proper formatting in citing sources for arguments
- Develop new understandings of complex historical and current issues through rigorous academic discussions
- Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues

I.1.6 Taking Informed Action

- Generate ideas through which the inquiry facilitates change
- Devise a plan to enact change based on the results of the inquiry
- Organize and take individual or collaborative action in order to affect change and inform others

Aligned Standards

FP.C&G.2 - Analyze government systems within the US in terms of their structure, function, and relationships.

FP.C&G.3 - Analyze the legal system within the US in terms of the development, execution and protection of citizenship rights at all levels of government.

CL.B.1 Understand how values, beliefs, and norms influence the American system of government.

AH.H.3 Analyze various turning points in American history in terms of perspective, causation, and change.

AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.

Essential Vocabulary

Planning	“Wicked Problem”	Redlining	Urban Renewal	City Beautiful Movement
Urban Core	Central Business District	Suburbs	Exurbs	Greenbelt
Density	Garden Cities		New Urbanism	Urban Sprawl

Recommended Pacing

This pacing is provided as a reference only. Teachers should work with their PLT to make adjustments based on the needs of their school and students and based on the school calendar.

Week One				
What is planning?	Wicked Problems	The Structure of Cities	The Structure of Cities	City-Beautiful Era
Week Two				
Garden Cities Movement	Urban Renewal	Redlining	Levittowns/Suburban Expansion	New Urbanism
Week Three				
Project Work	Project Work	Project Work	Project Presentation	Project Presentation

Learning Targets (What students know and understand)	Essential Content	Aligned Resources
<p>I can explain the major planning movements in the US and the influence of each on urban form.</p>	<ul style="list-style-type: none"> ● City Beautiful Movement <ul style="list-style-type: none"> ○ Chicago ○ McMillan Plan ● Garden Cities <ul style="list-style-type: none"> ○ Radburn ○ Olmstead ● Levittowns/Suburbanism <ul style="list-style-type: none"> ○ Blockbusting ○ Racial Covenants ○ Urban Sprawl ● New Urbanism <ul style="list-style-type: none"> ○ Walkability ○ Mixed-Income Development 	<ul style="list-style-type: none"> ● What is Planning: What Is Planning? ● What is a wicked problem: (28) What is a wicked problem? - YouTube ● Levittown: Levittown - US History Scene ● New Urbanism: The New Urbanism: Successes And Failures (urbandesignlab.in) ● Redlining Activity: Stations - Redlining and Housing.pdf (ctdatahaven.org) ● City Beautiful: Teaching guideThe City Beautiful Movement - Smarthistory
<p>I can explain how Urban Renewal and redlining contributed to substantial economic and social issues in the modern US.</p>	<ul style="list-style-type: none"> ● Urban Renewal <ul style="list-style-type: none"> ○ Housing Act of 1949 ○ Housing Act of 1954 ○ Jane Jacobs 	

	<ul style="list-style-type: none"> ● Redlining <ul style="list-style-type: none"> ○ National Housing Act of 1934 ○ FHA ○ “Residential Security Maps” 	
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Inquiry Activities	
Compelling Question and Supporting Questions	Inquiry
<ul style="list-style-type: none"> ● What events and people shaped the culture of planning in the United States? <ul style="list-style-type: none"> ○ What legacies of older planning decisions are still present in modern America? ○ What patterns do we see in planning decisions across the country? 	<p>Unit 1 Project: Critical Moments in the History of Planning</p>

Recommended Primary Sources	Recommended Secondary Sources
<ul style="list-style-type: none"> ● Activity and Primary Sources - Hayti and Urban Renewal in Durham - LibGuides at Duke University ● (29) LEVITTOWN 1947 - YouTube ● Levittown Videos, 1947-1957 - Bill of Rights Institute 	<ul style="list-style-type: none"> ● Housing Segregation and Redlining in America: A Short History - Critical Media Project ● The Color of Law by Richard Rothstein (coloroflawbook.com) ● The Making of Urban America: A History of City Planning in the United States on JSTOR ● (29) The Tragedy of Urban Renewal: The destruction and survival of a New York City neighborhood - YouTube ● Urban Renewal, 1950-1966 (richmond.edu) ● MapMaker: Redlining in the United States National Geographic Society

Wake County Schools
Intro to City and Regional Planning
Social Studies Unit Guide

Last updated 7/19/2022

Unit Title:	Land Use Law	Conceptual Lenses:
Recommended Pacing:	15 Days	Values and Beliefs Change and continuity Citizenship Authority/Power Democracy

Unit Overview:

The legal structure of land use law can be daunting and byzantine. In order to have a better grasp of all the rules governing every detail of land ownership and cohabitation that surround our lives students will look closer at the codes and standards that shape them and the entities that write them. This unit will start with a great deal of vocabulary to give students a working knowledge of the terms commonly used within this legal arena. Next students will begin attempting to research within local code in order to find answers to basic problems that might come up in citizen’s lives. Students will become comfortable sorting through municipal development ordinances to determine what is and isn’t allowed within the city limits. Finally this will culminate in students seeking out a land use case that has recently been decided and presenting on its background, what was decided, and what local code supports the decision that was reached. This unit will serve as their primary interaction with the technical jargon and law surrounding planning and help inform their opinions on all future units.

Semester Long Standards (Applies to all units)

I.1.1 Compelling Questions

- Identify issues and problems in social studies
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I.1.2 Supporting Questions

- Identify related issues and problems related to the compelling question
- Formulate supporting questions

I.1.3 Gathering and Evaluating Sources

- Locate credible primary and secondary sources
- Identify a variety of primary and secondary sources in support of compelling and supporting questions
- Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies
- Determine the origin, context, and bias of primary and secondary sources
- Differentiate between facts and interpretation of sources
- Evaluate competing historical narratives and debates among historians

I.1.4 Developing Claims and Using Evidence

- Analyze data from charts, graphs, timelines, and maps
- Analyze visual, literary, and musical sources
- Examine change and continuity over time
- Analyze causes, effects, and correlations
- Determine the relevance of a source in relation to the compelling and supporting questions

I.1.5 Communicating Ideas

- Construct written, oral, and multimedia arguments
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I.1.6 Taking Informed Action

- Generate ideas through which the inquiry facilitates change
- Devise a plan to enact change based on the results of the inquiry
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Aligned Standards

1. FP.C&G.2 - Analyze government systems within the US in terms of their structure, function, and relationships.
2. FP.C&G.3 - Analyze the legal system within the US in terms of the development, execution and protection of citizenship rights at all levels of government
3. FP.C&G.5 - Analyze how political and legal systems within and outside of the US provide a means to balance competing interests and resolve conflicts.
4. CL.B.1 Understand how values, beliefs, and norms influence the American system of government.
5. AH.C&G.2 Analyze the American political system in terms of conflict, compromise, and consequence.

Essential Vocabulary

Zoning	Extra-territorial Jurisdiction	Variance	Plat	Comprehensive Plan
Quasi-Judicial Decision	Administrative Decision	Unified Development Ordinance	Setback	Board of Adjustment
Town Council	Buffer Zone		Eminent Domain	Easement
Urban Growth Boundary	Accessory Use			

Recommended Pacing

This pacing is provided as a reference only. Teachers should work with their PLT to make adjustments based on the needs of their school and students and based on the school calendar.

Week One				
What is Land Use Law?	Vocabulary Diagraming	Vocab Diagramming Practice	Zoning	Researching City Code
Week Two				
City Code Analysis	Types of Decisions	Types of Decisions	Mock Town Council Meeting	Mock Town Council Meeting
Week Three				
Project Work	Project Work	Project Work	Project Presentation	Project Presentation

Learning Targets (What students know and understand)	Essential Content	Aligned Resources
<p>I can explain how land use law shapes the quality of life and general form and function of my city.</p>	<ul style="list-style-type: none"> ● Land Use Law - When it comes up how its used ● Basic LuL Vocab <ul style="list-style-type: none"> ○ Plat ○ Lot ○ Easement ○ Extra-territorial Jurisdiction ○ Zone ○ Right-of-Way ○ Buffer Zone ○ UDO ● Zoning <ul style="list-style-type: none"> ○ Types of Zones ○ Function of Zones ● Municipal Code <ul style="list-style-type: none"> ○ How it's typically divided up ○ Where to find the Unified Development Ordinance 	<ul style="list-style-type: none"> ● Land Use Glossary: 2010 - landuseglossary.pdf (ca-ilg.org) ● Municipal Code: Library Municode Library ● Raleigh Town Council Meetings: Council Meetings Raleighnc.gov ● Raleigh UDO: Unified Development Ordinance, 25th Supplement, December 2022 (cld.bz) ● Raleigh iMAPS: iMAPS (raleighnc.gov)
<p>I can describe the differences between different types of decisions at the municipal level.</p>	<ul style="list-style-type: none"> ● Types of Decisions <ul style="list-style-type: none"> ○ Administrative ○ Quasi-Judicial ○ Legislative 	

Inquiry Activities	
Compelling Question and Supporting Questions	Inquiry
<ul style="list-style-type: none"> ● How does the municipal code shape the form and function of a city? <ul style="list-style-type: none"> ○ What mechanisms do citizens have at their disposal to influence their own city? ○ How much power should individual citizens have in altering the landscape of their city? 	<p>Unit 2 Project: Scenario Based Code Research</p>
Recommended Primary Sources	Recommended Secondary Sources
<ul style="list-style-type: none"> ● <u>n/a</u> 	<ul style="list-style-type: none"> ● The Color of Law by Richard Rothstein ● Chapter 160D: A New Land Use Law for North Carolina UNC School of Government ● Land Use Law NC State Extension (ncsu.edu) ● Land Use Law by David Owens

Wake County Schools
Intro to City and Regional Planning
Social Studies Unit Guide

Last updated 7/19/2022

Unit Title:	Housing Policy	Conceptual Lenses:
Recommended Pacing:	15 Days	Values and Beliefs Change and continuity Citizenship Authority/Power Democracy

Unit Overview:

America is facing an unprecedented housing crisis. All across the US families are having a harder and harder time affording rent, purchasing homes, and generally dealing with an ever shrinking supply of affordable places to live. Students confront these issues on some level every day of their lives either by personally living through them or by experiencing their ongoing effects such as labor shortage. This unit provides an overview of the most urgent housing dilemmas facing the country, a connection to Unit 1's take on the origin of a lot of these issues, and a look at what efforts are being made to confront them. It allows students to decide for themselves the efficacy of various existing housing policies and takes a hard look at who is being served by these policies and who is falling through the cracks. The unit then builds toward the students themselves doing a deep dive on what various cities are attempting to help deal with the affordability crisis and allows each group of students to bring information back to the class on which cities are doing it well and which could use more help.

Semester Long Standards (Applies to all units)

I.1.1 Compelling Questions

- Identify issues and problems in social studies
- Formulate questions based upon disciplinary concepts

I.1.2 Supporting Questions

- Identify related issues and problems related to the compelling question
- Formulate supporting questions

I.1.3 Gathering and Evaluating Sources

- Locate credible primary and secondary sources
- Identify a variety of primary and secondary sources in support of compelling and supporting questions
- Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies
- Determine the origin, context, and bias of primary and secondary sources
- Differentiate between facts and interpretation of sources
- Evaluate competing historical narratives and debates among historians

I.1.4 Developing Claims and Using Evidence

- Analyze data from charts, graphs, timelines, and maps
- Analyze visual, literary, and musical sources
- Examine change and continuity over time
- Analyze causes, effects, and correlations
- Determine the relevance of a source in relation to the compelling and supporting questions

I.1.5 Communicating Ideas

- Construct written, oral, and multimedia arguments
- Support arguments with evidence and reasoning while considering counterclaims
- Use proper formatting in citing sources for arguments
- Develop new understandings of complex historical and current issues through rigorous academic discussions
- Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues

I.1.6 Taking Informed Action

- Generate ideas through which the inquiry facilitates change
- Devise a plan to enact change based on the results of the inquiry
- Organize and take individual or collaborative action in order to affect change and inform others

Aligned Standards

1. AH.H.3 Analyze various turning points in American history in terms of perspective, causation, and change.
2. AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.
3. FP.C&G.5 - Analyze how political and legal systems within and outside of the US provide a means to balance competing interests and resolve conflicts.
4. CL.B.1 Understand how values, beliefs, and norms influence the American system of government.
5. AH.E.1 Analyze the American economic system in terms of affluence, poverty, and mobility.

Essential Vocabulary

Urban Growth Boundary	Accessory Use	Housing Density	Urban Sprawl	Infill Development
Land Trust	Affordable Housing	LITHC	Cottage Court	Multi-Family Housing
Single-Family Housing	Mortgage		“Rent-Burdened”	Busing
Private Equity Firm	Public Housing		Gentrification	Displacement

Recommended Pacing

This pacing is provided as a reference only. Teachers should work with their PLT to make adjustments based on the needs of their school and students and based on the school calendar.

Week One

Flashback: History of the Housing Crisis	What exactly is “Rent Burden”	Sprawl vs. Density Case Studies	Gentrification and Displacement	Gentrification and Displacement
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Week Two

Gentrification and Displacement	Blackstone: Threat of Private Equity Case Study	How Housing is Paid For & Affordable Housing Solutions Pt. 1 - ADUs	Affordable Housing Solutions - Public Housing and Land Trusts	Affordable Housing Solutions - Cottage Courts and LIHTC
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Week Three

Project Work	Project Work	Project Work	Project Presentation	Project Presentation
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Learning Targets (What students know and understand)	Essential Content	Aligned Resources
I can trace the origins of how housing affordability became a crisis	<ul style="list-style-type: none"> ● Redlining (Review) ● Urban Renewal (Review) ● What is Rent Burden? ● HUD ● Is housing a right? 	<ul style="list-style-type: none"> ● SPENT (playspent.org) ● Gentrification-lesson-plan1.pdf (kqed.org)
I can explain some of the major threats facing affordability in the United States	<ul style="list-style-type: none"> ● Private Equity Firms ● Single Family Housing ● Urban Sprawl <ul style="list-style-type: none"> ○ Profitability in housing ● Gentrification ● Displacement 	
I can describe some of the common approaches to providing affordable housing	<ul style="list-style-type: none"> ● Cottage Courts ● LIHTC ● Land Trusts ● Public Housing ● ADUs 	

Inquiry Activities	
Compelling Question and Supporting Questions	Inquiry
<ul style="list-style-type: none"> ● To what extent do cities and states have the power to prevent homelessness and rent burden in their territory? <ul style="list-style-type: none"> ○ What mechanisms do cities and states have to attempt it? ○ Are citizens entitled to housing? ○ Should housing be commodified? 	<p>Unit 3 Project: Housing Solutions Across the US</p>

Recommended Primary Sources	Recommended Secondary Sources
<ul style="list-style-type: none">• 'You are left with no choice but to leave' – your stories of long-term gentrification Cities The Guardian• Housing Act of 1949 (planning.org)• Well-intentioned housing policy, enacted with discrimination, deepens housing inequalities – Divided by Design: MKE (dbdmke.org)	<ul style="list-style-type: none">• A Very Brief History of Housing Policy and Racial Discrimination Enterprise Community Partners• CDC - Healthy Places - Health Effects of Gentrification• What Are Gentrification and Displacement – Urban Displacement• What is the Low-Income Housing Tax Credit and how does it work? Tax Policy Center• U.N. blasts Blackstone Group for worsening the U.S. housing crisis - CBS News

Wake County Schools
Intro to City and Regional Planning
Social Studies Unit Guide

Last updated 7/19/2022

Unit Title:	Transportation Planning	Conceptual Lenses:
Recommended Pacing:	10 Days	Change and continuity Democracy Authority/Power Geography

Unit Overview:

Transportation is the foundation of the structure of every American City. New York is built around its iconic subway, Chicago its L-train, and the cities of the southeast and southwest sprawl along highways where thousands of cars pass everyday. Transportation defines where we live, how we live, and how much of our life is spent in transit. This unit provides a survey of the various forms of transportation that are in use all over our country. Students will gain insight into how transportation is changing and how the everyday lives of Americans are changing as a result. Students will also confront some of the major challenges we face as we attempt to decarbonize transportation and freight and simultaneously keep America’s industry on track. Finally students will look at forms of mass transit all over the world from bicycling to bullet trains and discuss the major hurdles for bringing those solutions back home to Raleigh.

- Semester Long Standards (Applies to all units)**
- I.1.1 Compelling Questions**
- Identify issues and problems in social studies
 - Formulate questions based upon disciplinary concepts
- I.1.2 Supporting Questions**
- Identify related issues and problems related to the compelling question
 - Formulate supporting questions
- I.1.3 Gathering and Evaluating Sources**
- Locate credible primary and secondary sources
 - Identify a variety of primary and secondary sources in support of compelling and supporting questions
 - Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies
 - Determine the origin, context, and bias of primary and secondary sources
 - Differentiate between facts and interpretation of sources
 - Evaluate competing historical narratives and debates among historians
- I.1.4 Developing Claims and Using Evidence**
- Analyze data from charts, graphs, timelines, and maps

- Analyze visual, literary, and musical sources
- Examine change and continuity over time
- Analyze causes, effects, and correlations
- Determine the relevance of a source in relation to the compelling and supporting questions

I.1.5 Communicating Ideas

- Construct written, oral, and multimedia arguments
- Support arguments with evidence and reasoning while considering counterclaims
- Use proper formatting in citing sources for arguments
- Develop new understandings of complex historical and current issues through rigorous academic discussions
- Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues

I.1.6 Taking Informed Action

- Generate ideas through which the inquiry facilitates change
- Devise a plan to enact change based on the results of the inquiry
- Organize and take individual or collaborative action in order to affect change and inform others

Aligned Standards

1. AH.H.3 Analyze various turning points in American history in terms of perspective, causation, and change.
2. AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.
3. AH.E.1 Analyze the American economic system in terms of affluence, poverty, and mobility.
4. FP.C&G.2 - Analyze government systems within the US in terms of their structure, function, and relationships.
5. CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels.

Essential Vocabulary

Transit Corridor	Public Transportation	Mass Transit	Commercial Corridor	High Speed Rail
Light-rail Transit	GIS	Reliability vs. Punctuality	Transit Oriented Development	Bike Lane
Freight	Bus Rapid Transit		“Complete Streets”	Walkability
Placemaking	Vision Zero			

Recommended Pacing

This pacing is provided as a reference only. Teachers should work with their PLT to make adjustments based on the needs of their school and students and based on the school calendar.

Week One

History of Transportation in the US	Types of Transportation, Density and Sprawl	“Complete Streets” and Walkability	Safety (Vision Zero)	The Induced Demand of Transportation
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Week Two

Project Work	Project Work	Project Work	Project Presentation	Project Presentation
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Learning Targets (What students know and understand)	Essential Content	Aligned Resources
I can trace the origins of transportations shaping US cities	<ul style="list-style-type: none"> ● History of Transportation in US <ul style="list-style-type: none"> ○ Horse ○ Invention and impact of the Car 	<ul style="list-style-type: none"> ● Complete Streets - Smart Growth America ● What is Vision Zero? Vision Zero Network ● Online Mapping Applications Raleighnc.gov
I can explain some main modes of transportation in place around the US	<ul style="list-style-type: none"> ● Types of Transportation ● Density ● Sprawl 	
I can describe some of the innovations at work in the transportation sector and goals of transportation professionals	<ul style="list-style-type: none"> ● Vision Zero ● “Complete Streets” ● Transit Oriented Development ● Induced Demand 	

Inquiry Activities	
Compelling Question and Supporting Questions	Inquiry
<ul style="list-style-type: none"> ● In what ways do the types of available transportation shape the cities of the US? ● What are the biggest issues facing the future of US transportation and how are planners addressing them? 	Unit 4 Project: Bringing Global Transportation Innovation to the US

Recommended Primary Sources	Recommended Secondary Sources
<ul style="list-style-type: none"> ● Online Mapping Applications Raleighnc.gov 	<ul style="list-style-type: none"> ● Resources for Teachers and Mentors US Department of Transportation ● What is Induced Demand? – BikeHouston ● Vision Zero Action Plans FHWA (dot.gov)

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| | <ul style="list-style-type: none">• Transportation before 1876 National Museum of American History (si.edu)• The Brief History of Transportation (thoughtco.com) |
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Wake County Schools
Intro to City and Regional Planning
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Last updated 7/19/2022

Unit Title:	Land Use Planning	Conceptual Lenses:
Recommended Pacing:	15 Days	Values and Beliefs Change and continuity Citizenship Authority/Power Social Systems Conflict and Compromise

Unit Overview:

As the climate crisis escalates all over the world the field of land use planning becomes ever more critical. Land use planners help communities prepare for the massive changes that are coming to our world. They also provide consultation to prepare for the worst hazards that hit cities across America every year. In this unit students will learn about these sorts of hazards, what our state, local, and federal government does to prevent them, and what factors make certain populations more threatened by them. They will also engage with the idea of resiliency and how perspectives are changing regarding what communities need to do in order to prepare for the future. This will all culminate in a large project in which students each investigate a community that is dealing with a hazard or climate resiliency issue and present to the class on what changes they have made and what hurdles they still face.

Semester Long Standards (Applies to all units)

I.1.1 Compelling Questions

- Identify issues and problems in social studies
- Formulate questions based upon disciplinary concepts

I.1.2 Supporting Questions

- Identify related issues and problems related to the compelling question
- Formulate supporting questions

I.1.3 Gathering and Evaluating Sources

- Locate credible primary and secondary sources
- Identify a variety of primary and secondary sources in support of compelling and supporting questions
- Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies
- Determine the origin, context, and bias of primary and secondary sources
- Differentiate between facts and interpretation of sources
- Evaluate competing historical narratives and debates among historians

I.1.4 Developing Claims and Using Evidence

- Analyze data from charts, graphs, timelines, and maps
- Analyze visual, literary, and musical sources
- Examine change and continuity over time
- Analyze causes, effects, and correlations
- Determine the relevance of a source in relation to the compelling and supporting questions

I.1.5 Communicating Ideas

- Construct written, oral, and multimedia arguments
- Support arguments with evidence and reasoning while considering counterclaims
- Use proper formatting in citing sources for arguments
- Develop new understandings of complex historical and current issues through rigorous academic discussions
- Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues

I.1.6 Taking Informed Action

- Generate ideas through which the inquiry facilitates change
- Devise a plan to enact change based on the results of the inquiry
- Organize and take individual or collaborative action in order to affect change and inform others

Aligned Standards

1. CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels.
2. AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.
3. AH.C&G.2 Analyze the American political system in terms of conflict, compromise, and consequence.
4. CL.B.1 Understand how values, beliefs, and norms influence the American system of government.
5. AH.E.1 Analyze the American economic system in terms of affluence, poverty, and mobility.

Essential Vocabulary

Risk	Vulnerability	Hazard	Exposure	Extreme Heat
Sea-Level Rise	Floodplain	Hazard Mitigation Plan	Climate Resilience	Mitigation vs. Adaptation
Permeable Surface	Building Code		Flood Insurance	Climate Change
Saltwater Intrusion	Ocean Acidification		Environmental Justice	

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Recommended Pacing				
This pacing is provided as a reference only. Teachers should work with their PLT to make adjustments based on the needs of their school and students and based on the school calendar.				
Week One				
What is Risk?	Vulnerability and Exposure	Types of Hazards	Case Study: Vulnerability and Exposure in NC's Coastline	Case Study: Vulnerability and Exposure in California's Wildfire Areas
Week Two				
What does it mean for a community to be resilient?	Physical Resilience vs. Social Resilience	Environmental Justice	Climate Change's effect on Exposure	Case Study: Japan's adaptation to Earthquakes
Week Three				
Project Work	Project Work	Project Work	Project Presentation	Project Presentation

Learning Targets (What students know and understand)	Essential Content	Aligned Resources
I can explain how exposure and vulnerability along with the presence of hazards cause risk	<ul style="list-style-type: none"> • Hazard • Risk • Vulnerability • Exposure 	<ul style="list-style-type: none"> • Student Tools for Emergency Planning Ready.gov
I can diagram the role of various levels of government in handling hazard	<ul style="list-style-type: none"> • Hazard Mitigation Plan • NFIP • FEMA 	
I can demonstrate how low-income and marginalized communities often experience the greatest vulnerability and suffer major consequences of a lack of hazard mitigation	<ul style="list-style-type: none"> • Environmental Justice • Hazard Mitigation 	

Inquiry Activities	
Compelling Question and Supporting Questions	Inquiry
<ul style="list-style-type: none"> • In what ways can planners and citizens work together to better prepare America to face climate change in the coming years? <ul style="list-style-type: none"> • What are the biggest barriers to the sort of changes Americans must make? • How effective are the practices currently in place? 	<p style="text-align: center;">Unit 5 Project: Resiliency in Progress</p>

Recommended Primary Sources	Recommended Secondary Sources
<ul style="list-style-type: none">• Playing God (radiolab.org)• Five Days at Memorial - Wikipedia	<ul style="list-style-type: none">• Who Owns Durham: Urban Heat, Safe Homes and Climate Risk on Apple Podcasts• National Risk Index for Natural Hazards FEMA.gov• 14 Days - A Timeline The Storm FRONTLINE PBS• Adaptation Clearinghouse• What is Climate Resilience? Union of Concerned Scientists (ucsusa.org)• Is Tornado Alley shifting east of the Mississippi River? wcnc.com• Flood Insurance FEMA.gov• The Big Switch - Center on Global Energy Policy at Columbia University SIPA

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Social Studies Unit Guide

Last updated 7/19/2022

Unit Title:	The Future of Planning and Community Engagement	Conceptual Lenses:
Recommended Pacing:	10 Days	Values and Beliefs Change and continuity Citizenship Authority/Power Democracy

Unit Overview:

This unit is by far the most flexible for the person teaching it but the overall focus has the students thinking about where the largest issues of the day are popping up. The first goal of this unit is to educate students on where the most pressing and urgent topics in the field are headed. The second goal of this unit is to allow the students to take any passion project or big idea they've had over the course of the class and attempt to address how they would involve the community in which they live in. It challenges them to consider how they would go about involving the people affected by decisions planners make and allows them to internalize the immense difficulty of democratizing planning decisions and coming to equitable decisions. This is not a vocabulary heavy unit as the primary topics will change to some extent.

Semester Long Standards (Applies to all units)

I.1.1 Compelling Questions

- Identify issues and problems in social studies
- Formulate questions based upon disciplinary concepts

I.1.2 Supporting Questions

- Identify related issues and problems related to the compelling question
- Formulate supporting questions

I.1.3 Gathering and Evaluating Sources

- Locate credible primary and secondary sources
- Identify a variety of primary and secondary sources in support of compelling and supporting questions
- Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies
- Determine the origin, context, and bias of primary and secondary sources
- Differentiate between facts and interpretation of sources
- Evaluate competing historical narratives and debates among historians

I.1.4 Developing Claims and Using Evidence

- Analyze data from charts, graphs, timelines, and maps
- Analyze visual, literary, and musical sources
- Examine change and continuity over time
- Analyze causes, effects, and correlations
- Determine the relevance of a source in relation to the compelling and supporting questions

I.1.5 Communicating Ideas

- Construct written, oral, and multimedia arguments
- Support arguments with evidence and reasoning while considering counterclaims
- Use proper formatting in citing sources for arguments
- Develop new understandings of complex historical and current issues through rigorous academic discussions
- Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues

I.1.6 Taking Informed Action

- Generate ideas through which the inquiry facilitates change
- Devise a plan to enact change based on the results of the inquiry
- Organize and take individual or collaborative action in order to affect change and inform others

Aligned Standards

1. AH.C&G.2 Analyze the American political system in terms of conflict, compromise, and consequence
2. AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.
3. FP.C&G.5 - Analyze how political and legal systems within and outside of the US provide a means to balance competing interests and resolve conflicts.
4. CL.B.1 Understand how values, beliefs, and norms influence the American system of government.
5. AH.E.1 Analyze the American economic system in terms of affluence, poverty, and mobility.

Essential Vocabulary

Wicked Problem	Smart Growth	New Urbanism	Green Planning	“15-Minute City”
Mass Participation	AI		“Smart Health Communities”	EcoDistricts

Recommended Pacing

This pacing is provided as a reference only. Teachers should work with their PLT to make adjustments based on the needs of their school and students and based on the school calendar.

Week One

New Urbanism	Smart Growth	Mass Participation	Community Engagement Plans	Revisiting the Concept of Wicked Problems
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Week Two

Project Work	Project Work	Project Work	Project Presentation	Project Presentation
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Learning Targets (What students know and understand)	Essential Content	Aligned Resources
I can differentiate between modern trends in the planning field	<ul style="list-style-type: none"> • New Urbanism • Smart Growth • AI in Planning • “15 Minute City” 	<ul style="list-style-type: none"> • Creating a Community and Stakeholder Engagement Plan 8.2.22.pdf (energy.gov) • Engagement.pdf (communityplanningtoolkit.org)
I can express the core difficulties in building an effective community engagement plan	<ul style="list-style-type: none"> • Mass Participation • Community Engagement Plans • Wicked Problems 	

Inquiry Activities	
Compelling Question and Supporting Questions	Inquiry
<ul style="list-style-type: none"> • How can work in the planning field help support essential changes that address the largest issues facing cities? <ul style="list-style-type: none"> - What is the role of the private citizen in being a part of these changes? - What information do citizens need in order to be active participants in this process? 	<p style="text-align: center;">Unit 6 Project: Interfacing with the Public</p>

Recommended Primary Sources	Recommended Secondary Sources
	<ul style="list-style-type: none"> • Exploring New Urbanism Principles in the 21st Century ArchDaily • The New Urbanism: A better way to plan and build 21st Century communities - New Urban Network • Smart Growth (newurbanism.org) • New Urbanist Books CNU

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| | <ul style="list-style-type: none">• Where Artificial Intelligence (AI) Meets Urban Planning (ucf.edu)• AI in Urban Planning: 3 Ways it will Strengthen how we Plan for the Future (ura.gov.sg)• The Downsides of a 15-Minute City - Bloomberg• 15-minute cities: What are they and how do they work? - DW - 03/15/2023 |
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