

# Southington Board of Education Meeting

Thursday, March 23, 2023 6:30 PM

John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, CT 06489

200 North Main Street  
Southington, CT 06489



## COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
  - a. Unaffiliated Compensation
  - b. Contract Negotiations - UPSEU
  - c. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Approval of Minutes - February 23, 2023
6. Public Communications
  - a. Communications from Student Board Representatives
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Public - Agenda Items Only
7. Committee Reports
  - a. District-wide Facilities Committee Meeting - February 27, 2023
  - b. Policy & Personnel Committee Meeting - March 1, 2023
  - c. Curriculum & Instruction Committee Meeting - March 10, 2023
  - d. Finance Committee Meeting - March 15, 2023
    1. Preschool Tuition Rates 2023-2024
8. Superintendent's Report
  - a. Personnel Report
9. Old Business
  - a. Town Government Communications
  - b. SHS Multi-language Learner Course Programming Change Proposal - Second Reading
  - c. SHS Industry Internship Proposal - Student Help Desk - Second Reading
  - d. SHS Industry Internship Proposal - Teacher Assistant - Second Reading
  - e. Physical Education I Course - Second Reading
  - f. Physical Education II Course - Second Reading
  - g. Lifesaving Certifications Course - Second Reading
  - h. SHS Math Department Curriculum Adoption - Second Reading
10. New Business
  - a. Elementary Facilities Report

- b. Leonard & Gladys Joll Scholarship Recipient
  - c. Southington High School Graduation Date
  - d. 2023-2024 Healthy Food Certification
  - e. 2023-2024 Food and Beverage Exemption
  - f. Bid Award #2023-10: Lawn Mowing & Trimming Services (JFK)
  - g. Policy 4118.5 - Responsible Use of Staff Technology - First Reading
  - h. Policy 4118.7 - Social Networking - First Reading
  - i. Policy 5131.2 - Use of Private Technology Devices by Students - First Reading
  - j. Policy 6141.9 - Responsible Use of Technology - First Reading
  - k. Policy 6141.10 - Bring Your Own Device Policy (BYOD) and Protocol for Use in Schools - First Reading
  - l. Approval of Job Descriptions
    - 1. Open Choice Stipend - New
    - 2. Curriculum Specialist Stipend Review - New
    - 3. Food Service Director Job Description - Revised
    - 4. District Chef Job Description - New
  - m. SHS - Asian Studies Course - First Reading
  - n. SHS - Criminal Justice Course Proposal - First Reading
11. Public Communications
- a. Public
12. Adjournment

*The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at [www.southingtonschools.org](http://www.southingtonschools.org). These minutes are considered a draft until approved at the following regular Board of Education meeting.*

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING  
FEBRUARY 23, 2023**

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The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, February 23, 2023, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with an Executive Session preceding at 6:30 p.m.

**1. CALL TO ORDER**

Mrs. Colleen Clark, Chairperson, called the meeting to order at 6:34 p.m.

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski (*arrived at 6:45 p.m.*), Mrs. Terri Carmody, Mr. Sean Carson (*arrived at 6:45 p.m.*), Mr. James Chrzanowski (*arrived at 6:59 p.m.*), Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana

Board members absent: Mr. Jasper Williams

Cabinet administrators present: Mr. Steve Madancy, Superintendent of Schools and Mr. Frank Pepe, Assistant Superintendent (*left executive session at 6:45 p.m.*)

**2. EXECUTIVE SESSION – Student Matters and Superintendent’s Mid-Year Evaluation**

**MOTION:** by Mr. Derynoski, seconded by Mr. Oshana:

**“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and Superintendent’s Mid-Year Evaluation, and upon conclusion reconvene to public session.”**

**Motion carried unanimously by voice vote.**

*Mrs. Clark ended Executive Session at 7:05 p.m.*

*The Regular Board Meeting was reconvened at 7:08 p.m.*

**3. RECONVENE MEETING – REGULAR SESSION**

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mr. Sean Carson, Mr. James Chrzanowski, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana. Absent: Mr. Jasper Williams.

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; and Mrs. Jennifer Mellitt, Director of Business & Finance.

Student Representatives present: Angelina Micacci, Uptej Singh, and Ryan Ogren.

**4. PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE**

The student representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a moment of silence in memory of Ann Cope who passed away on January 30, 2023. Ann was a teacher at JFK Middle School and several elementary schools from 1980 until her retirement in September 2004.

**MOTION:** by Mr. Oshana, seconded by Mr. Derynoski:

**“Move to add Agenda Item 13 ‘Student Expulsion’ which changes ‘Adjournment’ to Agenda Item 14.”**

**Motion carried unanimously by voice vote.**

**MOTION:** by Mr. Oshana, seconded by Mr. Derynoski:

**“Move to move Agenda Item 11.b.1 & 11.b.2 ‘Approval of Out-of-State/Overnight Field Trips’ to Agenda Items 6.c.1 & 6.c.2.”**

**Motion carried unanimously by voice vote.**

## **5. CELEBRATION OF EXCELLENCE**

### **a. Connecticut’s Kid Governor School Nominees**

Mrs. Stephanie Lawlor, District Language Arts & Social Studies Coordinator, explained that all fifth-grade classes participated in the Kid Governor Program and the goals of the program. Each school nominated a fifth-grade student candidate who wanted to run for Kid Governor and who met certain criteria. Students nominated five fifth graders who were interested in running for Kid Governor election in November 2022. Four of the five Southington candidates came to the podium and explained their platform and three-step Action Plan. The nominees received a Certificate of Excellence from the Board as a Connecticut Kid Governor School Nominee.

### **b. Karen Smith Academy Award**

Mr. Madancy explained that last Wednesday evening the BOE presented the budget to the Town Board of Finance, which coincided with the YMCA Annual Recognition Meeting that the BOE and administration were unable to attend. He thanked the Southington-Cheshire YMCA for their partnership with the school district. Mr. Madancy explained that The Karen Smith Academy was recognized at the YMCA Annual meeting, spoke of the excellent program, and praised the Academy staff for going above and beyond. Mr. Jess Levin, Program Director, along with a number of students, came to the podium to receive a Certificate of Excellence from the Board and spoke briefly.

*Mrs. Clark called for a short recess at 7:26 p.m.*

*The meeting reconvened at 7:33 p.m.*

## **6. APPROVAL OF MINUTES**

### **a. January 26, 2023 Meeting**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Carmody:

**“Move to approve the regular Board of Education Minutes of January 26, 2023, as submitted.”**

**Motion carried unanimously by voice vote.**

**b. February 8, 2023 Special Meeting**

**MOTION:** by Mr. Baczewski, seconded by Mrs. Carmody:

**“Move to approve the special Board of Education Minutes of February 8, 2023, as submitted.”**

**Motion carried unanimously by voice vote.**

**c. Approval of Out of State/Overnight Field Trips (formerly Agenda Item 11.b.)**

**1. SHS DECA (Distributive Education Clubs of America) - Orlando, Florida**

Theresa Brooks and Jackie DeVylder, DECA Advisors, requested approval to attend the Out of State/Overnight Field Trip to the DECA International Career Development Conference to Orlando, Florida. Three DECA officers shared their experiences at the last DECA International Conference. Mr. Madancy stated that DECA was on his Administrative Report on the agenda and acknowledged that he received notification on Tuesday, February 14, that the Southington DECA Store was among 461 school-based enterprises nationally and one of only six in Connecticut achieving Gold Certification for the 2022-2023 school year and would be recognized at the DECA Conference in Orlando. This is the third consecutive year that Southington has won this honor.

**MOTION:** by Mr. Oshana, Seconded by Mr. Derynoski:

**“Move to approve the Out of State/Overnight field trip to Orlando, Florida, as recommended by the administration.”**

**Motion carried unanimously by voice vote.**

**2. SHS – Latin – Rome & Pompeii, Italy**

SHS Latin Teacher, Alicen Foresman, briefly explained the planned foreign field trip to Rome and Pompeii, Italy.

**MOTION:** by Mr. Oshana, Seconded by Mr. Baczewski:

**“Move to approve the Foreign Field Trip requested by the SHS Latin Department to Rome and Pompeii, Italy, as recommended by the administration.”**

**Motion carried unanimously by voice vote.**

**7. PUBLIC COMMUNICATIONS**

**a. Communications from Student Board Representatives**

Angelina Micacci reported on the two survey results that was sent to all SHS students about mid-terms and general feedback about the school to which 158 students out of 2,000 students responded using Canvas. She gave the breakdown of the grades responding with the Freshmen the majority who responded. She gave a summary of the responses on the mid-terms. She reported on the JFK Middle School events and festivities including Emma DellaVecchia spearheading a community project to help her earn her Black Belt in Karate, winners of the 2023 Geography Bee Team, 364 pounds of canned soups collected and donated to Southington Community Services, JFK staff members were taking part in the Camp Sloper Polar Plunge on Saturday, fundraising activities, and the JFK PTO sponsored a visit from local author Sarah Albee to meet with students.

Ryan Ogren reported on the current events at Southington High School that included: the student representatives sending a general student survey questioning students on their experiences, concerns, struggles, and successes at the high school for the first semester. He addressed the BCAP Program, which is the revised Capstone program this year. The student representatives plan to send out a follow-up survey on the BCAP Program. They plan to send out additional specific surveys during the school year. He reported on the athletic sports season results to date and that the CIAC Post Championships started for Boys' Basketball, Girls Ice Hockey, Boys Ice Hockey, Gymnastics, Wrestling, Boys & Girls Indoor Track, Boys Swim & Diving Team, Girls Basketball, and Varsity Cheerleading.

Uptej Singh reported on the current events and festivities at the high school that included Unified Theatre on March 16, Spring Fling Dance, and the Robotics Team as well as the events at DePaolo Middle School such as 14 staff members taking part in the Polar Plunge with \$1,000 raised, French Class students made Mardi Gras masks, all grade six students had a visit from Author Alexandra Amoroso regarding autism, Taste of Culture event, and 925 Items were collected by students and donated to Community Services. He addressed using Instagram to get upperclassmen more involved in taking the surveys.

Mr. Carson had questions about the SHS student surveys. He was an advocate of the surveys and asked the students to brainstorm ideas and think out of the box for getting more involvement by the upperclassmen to reply to the surveys. He questioned the feedback on the mid-term survey. Ryan Ogden noted that the school counseling sent the survey via Canvas inbox and all 2000 students had the ability to reply. Ryan also addressed the BCAP program that was grade specific. Mr. Carson addressed the mid-terms and if there was prep time outside of school. Ryan noted that of the students who replied 43% of students would prefer to be assessed by a hands-on approach to mid-terms and 56% wanted traditional multiple choice. The student representatives were working with Mr. Crocco, Principal of SHS, on incorporating presentations, seminars and projects for mid-terms and finals. Mr. Carson added that if the BOE and central office could help in any way to please let them know. He told the student representatives to let their classmates know that Block scheduling was coming, which would allow for mid-term prep.

**b. Communications from Board Members**

The Board members did not have any communications to report.

**c. Communications from Administration**

1. Wall of Honor at SHS: Mr. Madancy thanked Mr. Peter Romano, Director of Operations, and the Maintenance Carpenters who built a new remodeled Wall of Honor for distinguished SHS graduates and distributed a photo of it.
2. SHS Pothole Project: Mr. Madancy thanked Mrs. Annette Turnquist and the Public Works Department and the Town Manager for taking advantage of the nice weather and filling the potholes at the high school.
3. Public Assembly Room AV Project: Mr. Madancy announced that the Municipal Center Public Assembly Room had new Audiovisual equipment installed and was being used for the first time at this BOE meeting. He thanked Tyler Savage, Network Manager, Rit Campbell, and Jay Baker and Town Manager Mark Sciota for the collaborative project of a new Audio-Visual System, including sound equipment, camera, and control panels. He noted that Tyler Savage had applied for a grant and was originally denied but was persistent and appealed and was eventually awarded the grant for \$44,000 with the town picking up their share.

4. Southington DECA Recognized for Outstanding School-based Enterprise: Mr. Madancy noted that he reported on this earlier on the agenda.

5. District-wide Facilities Committee: Mr. Madancy reported that he requested Mrs. Clark to consider forming a district-wide Facilities Committee with representation from the Board of Finance, Town Council, and community members to collaborate with the Board of Education on projects. Mrs. Clark acknowledged that she reached out to Chairs of the Town Board of Finance, Town Council, and Planning & Zoning for a representative to join the BOE so that everybody is on the same page.

6. Legislative Breakfast: Mr. Madancy reported that he and Mrs. Clark attended the Legislative Breakfast on February 16 and met with town and state representatives on Excess Costs legislation. The Chairperson of the State Education Committee, Representative Jeff Currey, will be visiting Southington High School and Hatton Elementary School along with Representative Christopher Poulos to visit In-District Special Education Programs.

7. Parent Forum and Budget Section of SPS Website: Mr. Madancy reported that there was good parental attendance and participation at the February 9 Budget Forum at JFK Middle School. Mr. Madancy noted that there will be on Public Hearing on the budget on March 6 with the Board of Finance, Board of Education, and Town Manager’s budget presentation and that the “Questions & Answers Budget Document” that the BOE puts together would be shared with the Town Council.

Mr. Baczewski remarked that he had a problem with the use of the word “Investment in the Southington Schools” at the Parent Budget Forum and how it is measured versus “the right thing to do.”

#### **d. Communication from Public – Agenda Items Only**

There was no public communication.

### **8. COMMITTEE REPORTS**

#### **a. Curriculum & Instruction Committee Meeting – February 10, 2023**

Mrs. Anastasio reported on the C&I Committee meeting of February 10 and spoke at length about the presentations that the committee received on the following: 1) Rebecca Savelkoul presented the SHS-Industry Internship – Student Help Desk proposal. 2) Rich Aroian presented the SHS-Industry Internships – Teacher Assistant Proposal. 3) Amy Zappone presented the SHS-Multi-language Learner Course Program change proposal and a course titled Multilingual Lab Support. 4) Dave Yanosy presented SHS-Physical Education I required for sophomores and Nicole Campochiaro presented SHS – Physical Education II. 5) Rob Levesque presented Lifesaving Certifications Course including CPR and AED, First Aid and Babysitting Training and Wilderness Training. 6) Tim Hinman presented the SHS Math Department Curriculum to align with the SHS Vision of the Graduate and Illustrative Math. Mrs. Anastasio reported that Mr. Pepe and Mrs. Zappone reviewed curricular legal updates from legal counsel Shipman and Goodwin with the committee.

Mr. Carson questioned how taking Physical Education I Course aligned with the student-athletes and Mr. Carson and Mr. Baczewski questioned the Illustrative Math recommended open-source program with teacher Tim Hinman coming to the podium to explain at length.

#### **b. Finance Committee Meeting – February 16, 2023**

Mr. Chrzanowski reported that the Finance Committee met on February 16 and discussed the Self Insurance Update and net claims, and a Bid Award for Lawn Mowing & Trimming Services and Fall/Spring Debris Clean-up and Removal Services with Wygant Construction, who is the current vendor for the high school, was recommended for the award. An Addendum was posted for Kennedy Middle School; however, only one bidder responded. The responding bidder's pricing was well above the budget for the services. As a result, the addendum is not being awarded. The site will need to be rebid.

**MOTION:** by Mr. Chrzanowski, seconded by Mr. Carson:

**“Move to award Bid #2023-07 for three years to Wygant Construction of Bristol, CT for Lawn Mowing & Trimming Services at Hatton, Oshana, South End, and Thalberg Elementary Schools, and Fall and Spring Debris Clean-up & Removal Services at Oshana and South End Elementary Schools.”**

**Motion carried unanimously by voice vote.**

Mr. Chrzanowski continued that the committee discussed the BOE Financial Update through January with a spending freeze in place since December 31, 2022, Food Service Financial Update through January 2023, magnet school tuition, and Excess Cost expenditures. The committee received an update on Universal Free Meals, Seamless Summer revenue and SMART funds provided by the state. On February 14, the state approved funding again for free meals for all, which will be implemented on March 1, 2023, and called SMART Funds 2.0.

## **9. SUPERINTENDENT'S REPORT**

### **a. Personnel Report**

**MOTION:** by Mrs. Carmody, seconded by Mr. Baczewski:

**“Move that the Board of Education approve the Personnel Report, as submitted.”**

Mr. Derynoski noted that the Personnel Report was not in the BoardBook Portal that is used by the Board of Education. Mrs. Mellitt made copies of the Personnel Report at the meeting for the Board members to review. Mr. Chrzanowski and Mr. Madancy stepped out of the room for a moment while Board members reviewed and voted on the report.

**Motion carried by voice vote with Mr. Chrzanowski absent.**

## **10. OLD BUSINESS**

### **a. Town Government Communications**

There was no Town Government Communications to report.

### **b. Approval of 10.b.1, 10.b.2., 10.b.3, 10.b.4, 10.b.5, 10.b.6, 10.b.7, 10.b.8, and 10.b.9.**

- 1. SHS English I Proposed Text Changes – Second Reading**
- 2. SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse – Second Reading**
- 3. SHS Special Education Course Proposals – Second Reading**

4. **SHS Health I Course – Second Reading**
5. **SHS Health II Course – Second Reading**
6. **SHS Consumer Math Course – Second Reading**
7. **Science Grade 8 Unit 3: Colossal Collisions Unit – Second Reading**
8. **SHS ACHIEVE ArtShop Course Proposal – Second Reading**
9. **SHS Proposal for First Aid/CPR Elective – Second Reading**

**MOTION:** by Mrs. Carmody, seconded by Mrs. Anastasio:

**“Move that the Board of Education approve Agenda Items 10.b.1 through 10.b.9, as recommended by the Curriculum & Instruction Committee.”**

**Motion carried by voice vote with Mr. Chrzanowski absent.**

*Mr. Chrzanowski and Mr. Madancy returned to the meeting.*

**c. Appointment of UPSEU Negotiating Committee – Tabled at the January 26, 2023 Meeting**

Mrs. Clark appointed Mrs. Carmody, Mrs. Anastasio, and herself who volunteered to serve on the UPSEU Negotiating Committee.

**11. NEW BUSINESS**

**a. Elementary Facilities Review**

Mr. Madancy explained that the Elementary Facilities Review was the Board’s first time to see this information since last May’s Enrollment and Projected Enrollment Study, which is half of the equation with the other half building usage and occupancy. This information helps the Board to make recommendations to the Town Board of Finance and Town Council for future building construction projects and the November 2023 Referendum. This information will be shared at a future parent forum. He introduced Mr. Patrick Gallagher, Lead Planner, from SLAM who gave a PowerPoint Presentation (*Attachment #1*) on various planning scenarios.

Mr. Gallagher discussed at length the purpose of Scenario Planning, which will help define what those projects would be and the series of metrics to help understand the pros and cons of different scenarios and changes to the middle school feeder pattern, and the impact of redistricting. He discussed capacity for each building and room usage based on classroom size policy. His presentation used three color-coded blocks to identify scenarios as maintaining the status quo, building new, or renovate-to-new, and closing a facility based on assumptions and looking at five years out to 2026-2027 from the initial enrollment projections. He discussed in detail the various scenarios that included conceptual boundaries, pocket redistricting, feasibility, and middle school feeder patterns:

Status Quo – No Change

Scenario A – Maintaining and alignment of the eight (8) elementary schools with three building projects Derynoski, Flanders and Kelley.

Scenario B – Seven (7) elementary schools (closing Flanders) with two (2) building projects Kelley and Derynoski.

Scenario C – Seven (7) elementary schools (closing Flanders) with two (2) building projects Derynoski and making Kelley larger.

Scenario D – Seven (7) Elementary Schools (Close Flanders), Smaller Derynoski with South End Addition with three (3) building projects Kelley, Derynoski, and South End.

Mr. Gallagher provided a matrix comparing the five scenarios with scenario description and objectives.

Mr. Baczewski questioned how the decision was made on what school to close. Mr. Madancy replied in detail on the pre-referendum engineering-type of work of the sites that was done to come to the conclusions. Based on conversations with the state and the Capital Plan with one construction project, the recommendation would be for Kelley Elementary School. He noted that there would be public hearings with Planning & Zoning, Board of Finance, and Town Council.

Mr. Carson emphasized that this was a Feasibility Study and decisions have not been made yet. He thought that it needed to be made clear that a lot is determined on conversations at the state level based on the state's strategy, reimbursement rates, and construction ideology to make the best decision for the school district and community. Mr. Madancy pointed out that the state indicated it was up to the community to decide on new construction or renovate-to-new. He addressed the next important piece was to invite Mr. Gallagher back to a Community Forum and explain how the different scenarios were determined. Mr. Madancy noted that the district enrollment fluctuates and was not decreasing. Mr. Derynoski stated that the Board needed to focus on the timing with the state, which was critical, the referendum, increased enrollment with new home developments being built and to do initial planning for redistricting because they currently have issues resulting in increased transportation costs.

- b. Approval of Out of State/Overnight Field Trips (*Moved to Agenda Item 6.c*)**
- c. SHS Multi-Language Learner Course Programming Change Proposal – First Reading**
- d. SHS Industry Internship Proposal - Student Help Desk – First Reading**
- e. SHS Industry Internship Proposal – Teacher Assistant – First Reading**
- f. SHS – Physical Education I Course – First Reading**
- g. SHS – Physical Education II Course – First Reading**
- h. Lifesaving Certification Course – First Reading**
- i. SHS Math Department Curriculum Adoption – First Reading**

Mrs. Clark noted that these were all first readings and would be voted on at the next Board meeting.

- j. Leonard & Gladys Joll Scholarship Committee Appointment**

Mrs. Clark appointed Mr. Derynoski, Mrs. Anastasio, and Mr. Williams to serve on the Leonard & Gladys Joll Scholarship Committee.

## **12. PUBLIC COMMUNICATIONS**

- a. Communications from Public**

There was no communication from the public.

**13. STUDENT EXPULSION**

**MOTION:** by Mr. Oshana, seconded by Mr. Baczewski:

**“Move to expel Student 2022-2023-15, as stipulated by the Administration.”**

**Motion carried by voice vote with Mr. Chrzanowski, Mr. Carson, and Mr. Baczewski abstaining.**

**14. ADJOURNMENT**

**MOTION:** by Mr. Derynoski, seconded by Mr. Oshana:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:24 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary

**Southington Public Schools**

**ATTACHMENT #1**

**ELEMENTARY FACILITIES REVIEW**  
**PLANNING SCENARIOS**



SPS\_Planning\_Scenarios\_BOE\_2-23-2023.pdf

Board of Education

Administrative Report

March 23, 2023



1. Community Forum 3.16.23
2. FBLA State Competition Results
3. First Robotics Competition
4. Upcoming budget meetings



# SOUTHINGTON PUBLIC SCHOOLS

## Districtwide Facilities Committee

Monday, February 27, 2023 via Zoom

### Members:

### Present:

Superintendent of Schools, Steven Madancy	✓
Board of Education Chair, Colleen Clark	✓
Board of Education Member, Zaya Oshana	✓
Board of Education Member, Sean Carson	✓
Town Manager, Mark Sciota	✓
Town Council Chair, Victoria Troiano	✓
Board of Finance Chair, John Leary	✓
Planning and Zoning Chair, Bob Hammersley	✓
Director of Operations, SPS, Peter Romano	
Community Representative, Vacant	
Community Representative, Vacant	
Community Representative, Vacant	

**STEVEN G. MADANCY**  
SUPERINTENDENT OF SCHOOLS

**FRANK M. PEPE**  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

### BOARD OF EDUCATION

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1. Meeting called to order at 4:00pm. Superintendent discussed vision for committee which includes cross collaboration across elected and town officials, prioritizing district facilities projects that would impact town's debt service. Additionally, conversations relative to elementary facilities have been limited to those on the Elementary Facilities Committee to date which has resulted in limited townwide and community awareness and understanding of timelines and rationale of any major construction projects to this point. BOE representation from that committee is now merged on to this committee and that committee has been discharged of its exclusive duties. BOE Chair also highlighted importance of community involvement, hence intention to invite 3 community representatives to committee.
2. Committee discussed FY 24 capital projects for BOE and Town and Nov 23 referendum. Timelines associated with KES school construction project were discussed and agreed on. Times and locations TBD.
  - a. February 23, 2023, Board of Education presentation, Feasibility Study ✓
  - b. March 16, 2023, Parent Forum re: Enrollment and Feasibility Study
  - c. March 23, 2023, Board of Education Meeting
  - d. April 6, 2023, Special BOE Meeting re: Elementary Facilities
  - e. April 24, 2023, Intro of Bond Ordinance to TC
  - f. May 10, Board of Finance Public Hearing re: Potential KES Project
  - g. May 16, 2023, Planning and Zoning Public Hearing re: Potential KES Project
  - h. May 30, 2023, Town Council Public Hearing, possible vote re: Potential KES Project
  - i. June 12 or June 26 Council Vote if no vote taken on 5/30.
3. Meeting adjourned 4:35 pm



# SOUTHINGTON PUBLIC SCHOOLS

## Board of Education Southington, Connecticut

***Policy & Personnel Committee Meeting***  
**Wednesday, March 1, 2023 - 5:30pm**  
Superintendent's Conference Room  
Municipal Center, 200 N. Main Street  
Southington, CT 06489

**STEVEN G. MADANCY**

*SUPERINTENDENT OF SCHOOLS*

**FRANK M. PEPE**

*ASSISTANT SUPERINTENDENT  
OF SCHOOLS*

### BOARD OF EDUCATION

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DAVID J. DERYNOSKI

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JASPER P. WILLIAMS

**Members Present:** Committee Chair – Jasper Williams, Dawn Anastasio, Dave Derynoski & Zaya Oshana

**Administration Present:** Assistant Superintendent - Frank Pepe, Digital Learning Coordinator - Rebecca Savelkoul, School Food Service Director - Nya Welinsky, Director of Business and Finance - Jennifer Mellitt

Committee Chair Jasper Williams called the meeting to order at 5:31.

Nya Welinsky offered revisions to the Food Service Director Job Description. As she retires at the end of this school year, she wants to ensure the responsibilities of her position are accurately captured to afford the system the best chance of continuity. The only suggested change involved refining the Terms of Employment section to solely denote “Determined by the Southington BOE since this is a non-union position. She also proposed a new job description titled, District Chef. This person will work in tandem with the new Food Service Director and will be housed at Southington High School. SHS enjoyed the benefits of a certified chef years ago because of coincidence since the manager at SHS had such experience.

Mrs. Savelkoul presented revisions to *Policy 4118.5 Responsible Use of Technology for Staff*.

- Rationale:
  - Updates outdated terminology.
  - Shifts to a “responsible use” lens to reinforce the responsibility of compliance to staff members.
  - Reflects the shift that employees may use district devices for personal use on occasion and must adhere to the policy.
  - Updates ownership of electronic copies of curriculum.
  - Changes the employee acknowledgement from paper to the electronic form.

Mrs. Savelkoul presented revisions *Policy 4118.7 Social Networking*.

- Rationale:
  - Updates outdated terminology.
  - Changes language to include acceptable use of social media for promotion of school related information.

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# SOUTHINGTON PUBLIC SCHOOLS

Mrs. Savelkoul presented revisions to *Policy 5131.2 Use of Private Technology Devices by Students*.

- Rationale:
  - Updates outdated terminology.
  - Links to Policy 6141.9 Responsible Use of Technology by Students.
  - Reinforces language that student personal devices brought to school can only be used for instructional purposes with the permission of a staff member.
  - Reinforces private devices can be searched if suspected of harming district infrastructure or violating Policy 6141.9.

Mrs. Savelkoul presented revisions to Policy 6141.9 Responsible Use of Technology for Students

- Rationale:
  - Updates outdated terminology.
  - Links to Policy 5131.2 Use of Private Technology Devices by Students.
  - Shifts to a “responsible use” lens to reinforce the responsibility of compliance to the student.
  - Establishes the use of technology for instruction is a tool rather than a privilege.

Mrs. Savelkoul presented revisions to Policy 6141.10 Bring Your Own Device

- Rationale
  - This update connects this policy to Policy 6141.9 Responsible use of Technology for Students and Policy 5131.2 Use of Private Technology Devices by Students.
  - Removes most of the language for students bringing their own device, as the district is now 1:1.

All of the policy revisions offered by Mrs. Savelkoul are recommended for review by the full Board.

Mr. Pepe presented a review of Policy 5113 – Excused Absences and Truancy and offered related samples. Neighboring districts utilize the model policy provided by Shipman and Goodwin as does Southington. Much discussion ensued around excused absences and religious holidays. Implications of banning homework, assessments, and new learning during the celebration of religious holidays was debated. The committee recommends keeping the current policy language since the impact of no homework, no assessments and no new learning during all observed religious holidays would severely reduce learning time.

**STEVEN G. MADANCY**

*SUPERINTENDENT OF SCHOOLS*

**FRANK M. PEPE**

*ASSISTANT SUPERINTENDENT  
OF SCHOOLS*

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# SOUTHINGTON PUBLIC SCHOOLS

**STEVEN G. MADANCY**

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**FRANK M. PEPE**

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Mr. Pepe introduced the Open Choice Stipend for each middle school. This stipend mirrors the already approved high school stipend but at a much lower amount of \$1,750. The proportionately less amount is commensurate with the reduced time and oversight compared to the high school position. This stipend is recommended for review of the full Board.

Mr. Pepe reviewed the Curriculum Specialist Stipends. The original proposal to redesign the positions was approved at the November 2022 Policy and Personnel meeting and the subsequent Board meeting. Mr. Pepe was directed to develop the associated stipend description which were presented to the Policy and Personnel Committee in December. Questions posed during the December meeting prompted further clarification which is summarized below.

1. These positions were not filled based on a budget reallocation plan eight years ago. The positions continue to be needed, yet budget constraints eliminate the potential reinstatement.
2. The unfilled positions resulted in a pause of curricular oversight, curricular revisions and related professional development in some departments.
3. The proposal better reflects the associated responsibilities as well as coordinates consistency between schools. For example, in the past, prior to the positions being unfilled, a Unified Arts Department Leader existed at each middle school. The position oversaw the departments of technology education, art, health, music, physical education, computer education and Family and Consumer Science. The needs of these departments are vastly different. Reorganizing the oversight and combining two positions (one at each school) into one ensures consistency of curricular development, organization and associated professional development.
4. The teachers continue to be responsible for curricular development and revisions. The reinstated, reorganized positions reestablish a layer of accountability for staff and consistency of experience for students.
5. The stipends can only be offered each year if grant funding is available. In anticipation the money is already secured for this year through Title 2.

The proposed job descriptions are recommended for review of the full Board.

The meeting adjourned at 6:45 pm.

Respectfully Submitted,

Frank Pepe

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# SOUTHINGTON PUBLIC SCHOOLS

## Board of Education Southington, Connecticut

### *Curriculum & Instruction Committee Meeting* Friday, March 10, 2023 – 9:30 a.m. Technology Training Lab (Public Assembly Room)

STEVEN G. MADANCY  
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

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**Members Present:** Committee Chair - Dawn Anastasio, Dave Derynoski, Jasper Williams

**Administration Present:** Assistant Superintendent - Frank Pepe, Director of Teaching & Learning for Secondary Education - Amy Zappone, SHS Assistant Principal – Leah Clark; DES Principal – Jan Verderame

**School Staff Present:** Kara Foley, Tom Hinman, Kilian Murphy, Candace Patten

Meeting was called to order at 9:30

Kara Foley & Kilian Murphy presented the **SHS Asian Studies Course Proposal** which is a half year course available to 9<sup>th</sup>-12<sup>th</sup> graders. The course explores the relationship amongst China, India, Japan, Korea, and other Southeast Asian countries as well as their influence on the global stage. The focus themes serve as the units of study which are History, Culture, Economics, Environment and Ecology and Conflict Resolution. Students will investigate events and trends that impact the lives of the Asian community both internationally and in the United States. Student choice is threaded throughout the experiences in each unit as historical events are viewed through multiple perspectives.

Candace Patten presented the **SHS Criminal Justice Course Proposal** as a half year class which provides an overview of the criminal justice field (Unit 1), including law enforcement (Unit 2), court systems (Unit 3), and corrections (Unit 4). This course supports the shift to career clusters/pathways, particularly the Human Services Cluster. In addition, this course offers students more direct experiences in the law enforcement pathway by working in collaboration with the Southington Police Department, CT judicial system, and Cheshire Correctional Facility.



# SOUTHINGTON PUBLIC SCHOOLS

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Jan Verderame reviewed “**First Tee**” K-5 Physical Education as an informational item. The committee previously approved revisions to the high school physical education curriculum which focuses on exposing students to lifelong activities for continued health and wellness post-graduation. “**First Tee**” follows suit by exposing elementary students to the sport of golf. Through a grant from the Calvanese Foundation, two schools will pilot the program and enjoy professional development for its physical education teachers as well as equipment for students. The desire is to expand the grant next year to afford all elementary students the experience.

Mr. Pepe explained concern about the SHS math curriculum was received by the Chair of the Curriculum and Instruction Committee after the *First Read* of the full Board on February 23, 2023. Mr. Pepe was directed to investigate the concerns and report out at this meeting of the Curriculum and Instruction Committee. Mr. Pepe offered an informational letter which summarized concerns about the recommended math curriculum. He annotated the letter with additional information in a different color font to address each item raised. After committee members digested the information, the recommendation is to move forward with a second read at the next full meeting of the Board. Committee Chair Dawn Anastasia reported she would share the annotated letter with the Full Board.

Committee Chair Dawn Anastasio offered a proposed schedule date change from April 7, 2023, to Friday April 21, 2023, which was accepted.

Meeting was adjourned at 10:30

Respectfully Submitted,

Frank Pepe

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# SOUTHINGTON PUBLIC SCHOOLS

## **FINANCE COMMITTEE MEETING**

Wednesday, March 15, 2023, 6:30 p.m.

Video Conference

**STEVEN G. MADANCY**  
SUPERINTENDENT OF SCHOOLS

**FRANK M. PEPE**  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

### **BOARD OF EDUCATION**

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Board Members Present: James Chrzanowski, Chair; Sean Carson;  
Zaya Oshana

Present from Administration: Jennifer Mellitt, Director of Business &  
Finance; Kaiya Hill, Accounting Manager;  
Steve Risser, Athletic Director

The Finance Committee meeting was called to order at 6:36 p.m.

### **MISCELLANEOUS:**

Mrs. Mellitt opened the meeting by moving into Executive Session for a contract discussion. Mrs. Mellitt reminded the committee that a one-year extension was done last June. She stated that Select Physical Therapy had presented a proposal with pricing for the next three school years. Mr. Risser reviewed the current shortage in athletic trainers across the state caused by low graduation rates and the requirement of a master's degree for graduating students to become certified.

Mr. Risser and Mrs. Mellitt provided information from other school districts and noted that some schools have been unable to contract for the service due to the shortages.

Mrs. Mellitt informed the committee that the proposal for the 2023-24 school year would be \$45,000. The committee discussed the 2023-24 budget and noted this will be a reallocation item in May.

The consensus was to approve the three-year proposal. Mr. Carson recommended adding contract language stating that Laurie Martin, our current Athletic Trainer, continue to be assigned to Southington Public Schools and to add language in case Laurie's employment status with Select changes.

### **BID AWARD #2023-10: LAWN MOWING & TRIMMING SERVICES (JFK):**

Ms. Hill presented the bid results for Bid 2023-10 for lawn mowing and trimming services at Kennedy Middle School. She stated three vendors submitted bids; however, one vendor was not a responsible bidder. Ms. Hill also noted that two vendors tied for the lowest bid for the 2023-2024



# SOUTHINGTON PUBLIC SCHOOLS

growing season, but in the two years following, one vendor was lower than the other.

The recommendation by the administration is to award Wygant Construction for a three-year award. They currently provide services at Southington High School and were recently awarded Hatton, Oshana, South End, and Thalberg Elementary schools.

The committee agreed to award the bid as presented by the administration.

## **FOOD SERVICE FINANCIAL UPDATE:**

Ms. Hill presented the food service financials as of February 28, 2023. She noted that meal counts have continued to decline as students were paying for meals again. Ms. Hill informed the committee that free meals resumed March 1, 2023, under SMART (School Meals Assistance Revenue for Transition) Funds 2.0. She highlighted that unlike the previous SMART Funds program, there would be no cap on the SMART Funds 2.0, meaning that all meals would be free through the rest of the academic year. The committee inquired about unpaid borrowings for sales from December 6, 2022-February 2023.

**UPDATE:** Mrs. Welinsky provided information stating that the total amount of student debt is \$4,113.15; 76% of the debt is at the high school.

## **PRESCHOOL REGULAR EDUCATION TUITION RATES:**

Mrs. Mellitt presented a proposal to increase preschool tuition rates for the 2023-2024 school year. She stated that rates had not increased since the 2019-2020 school year but wanted to make sure that the rates would stay in line with other surrounding facilities. Mrs. Mellitt presented the committee with comparative data stating that her recommendation would be an increase between 3.5%-5%. The committee agreed to a 5% tuition increase for the 2023-2024 school year.

The meeting adjourned at 7:28 p.m.

Respectfully submitted,

Jennifer Mellitt  
Director of Business & Finance

**STEVEN G. MADANCY**  
SUPERINTENDENT OF SCHOOLS

**FRANK M. PEPE**  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

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# SOUTHINGTON PUBLIC SCHOOLS

*Jennifer S. Mellitt*  
*Director of Business & Finance*

## MEMO

**TO:** Board of Education Finance Committee  
**DATE:** March 15, 2023  
**RE:** **PRESCHOOL REGULAR EDUCATION TUITION**

On an annual basis, the Finance Committee reviews the preschool fee structure and makes recommendations to the full Board of Education for tuition paid by the community peers. Attached is comparative data from local area preschools for the 2023-2024 school year.

The administration is recommending an increase in tuition for the 2023-2024 school year between 3.5%-5%. We're recommending the 3.5%-5% to keep our pricing in line with other preschools in the area. The last price increase was in the 2019-2020 year.

A summary of the current preschool enrollment is shown below:

		Pre K 3	Pre K 4	Total
Hatton	Special Education	18	9	27
	Regular Education	9	13	22
	Total Hatton	27	22	49
Strong	Special Education	25	16	41
	Regular Education	14	17	31
	Total Strong	39	33	72
Total Preschool Enrollment		66	55	121

\*

\*Note this total is subject to change due to enrollment/withdrawals which happen throughout the school year.

Southington Area Preschool Fee Comparison  
For 2023-24 School Year

**Half Day Programs**

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>Current Rate</b> Bright Beginnings Child Care Center (10 mo.)	3.5	\$1,800	\$2,200	N/A	\$3,400
<b>New 2023-24 Rate</b> Southington Catholic PK <b>Half Day</b> (10 mo.)	3.75	N/A	\$3,950	\$4,850	\$5,625
<b>New 2023-24 Rate</b> Village Green Nursery School (10 mo.)	3	\$1,900	\$2,300	N/A	N/A
<b>New 2023-24 Rate</b> YMCA <b>Y member</b> (10 month)	2.5	\$1,900	\$2,300	N/A	N/A
<b>New 2023-24 Rate</b> YMCA <b>Non Y member</b> (10 month)	2.5	\$2,150	\$2,550	N/A	N/A
<b>New 2023-24 Rate</b> Zion Lutheran Nursery School (10 month)	2.5	\$1,850	\$2,000	N/A	\$2,550

<b>Current Rate</b> Southington Integrated Preschool	2.67	\$1,705	\$2,070	\$2,495	N/A
<b>Proposed Rate at 5%</b>	2.67	\$1,790	\$2,174	\$2,620	N/A

**Full Day or Extended Programs - For Information Only**

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>Current Rate</b> St. Dominic Nursery School ( <i>Full time only</i> )	2.5	N/A	N/A	N/A	\$11,180.00
<b>New 2023-24 Rate</b> Southington Catholic PK <b>Full Day</b> (10 mo.)	6.25	N/A	\$4,950.00	\$6,100.00	\$6,900.00
<b>New 2023-24 Rate</b> Village Green Nursery School <b>Extended Day</b> (10 mo.)	4.5	N/A	\$3,500.00	N/A	N/A
<b>New 2023-24 Rate</b> YMCA <b>Y member Extended Day</b>	4	N/A	\$3,500.00	N/A	N/A
<b>New 2023-24 Rate</b> YMCA <b>Non Y member Extended Day</b>	4	N/A	\$3,750.00	N/A	N/A

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 2023

Decision Requested X Agenda Code 8 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2022-2023 school year. This report includes activity for the month of February 2023.

**Background:** The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** N/A **Funding Source:** Board of Education

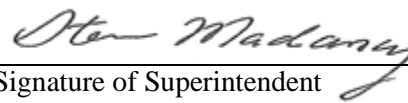
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent

**Included:**  
Personnel Report  
Agenda –February 2023

**Personnel Report  
February 2023**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
CLASS	Aviles, Angel	Paraeducator, FT	SHS	1.0	2-7-2023	N/A	\$18.36
CLASS	Bates, Cheryl	Paraeducator, PT, Pre-K	SES	.88	2-6-2023	N/A	\$18.36
CLASS	Brayall, Kyra	Paraeducator, FT	JFK	1.0	2-13-2023	N/A	\$18.36
CLASS	Harvey, Shea	Paraeducator, PT, Pre-K	HES	.88	2-6-2023	N/A	\$18.36
CERT	Orstad, Keith	Family & Cons. Science	SHS	1.0	2-6-2023	6 <sup>th</sup>	\$99,493
CERT	Tunderman, Megan	Spec. Ed. Dept. Leader/Out-of-Dist. Facilitator	SHS/ District	1.0	2-22-2023	6 <sup>th</sup>	\$96,000

**RESIGNATIONS/RETIREMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
CLASS	Bard, Tyler	Paraeducator, FT, CLP	SHS	2-28-2023	2	RESIGN
CERT	Davis, Haley	School Psychologist	JAD	6-30-2023	10	RESIGN
CLASS	Hebert, Audra	Clerk, PT	HES	2-18-2023	1	RESIGN
CERT	Liegey, Lauren	Math teacher	SHS	2-18-2023	2	RESIGN
CERT	Peterman, Mary	Pre-K Special Ed. Teacher	HES	6-30-2023	40	RETIRE
CLASS	Robitaille, Ruby	Paraeducator, FT, TEAM	JAD	2-10-2023	3	RESIGN

\*James Russo, retirement date changed to 6-30-2023

**ASSIGNMENT CHANGE**

<b>NAME</b>	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
	<b>POSITION/SCHOOL</b>	<b>FTE</b>		<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>
Elezi, Fatime	Paraeducator, FT, LAUNCH, HES	1.0		EL Tutor, FT, SEES	1.0	2-6-2023
Landino, Valerie	Paraeducator, PT, Pre-K, HES/SES	.80		Paraeducator, Pre-K, HES	.80	2-8-2023
Stearns, Rita	School Counselor		JFK	Interim Principal, SEES	1.0	1-20-2023

**TRANSFERS**

<b>CERT NAME</b>	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
	<b>POSITION/SCHOOL</b>	<b>FTE</b>		<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>
<i>None to Report</i>						

**STIPENDS**

**Coaching Stipends ~ Resignations/Non-Renewals**

Burkell, Scott	Freshman softball coach	SHS	RESIGN
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**Coaching Stipends ~ Appointments**

Carbone, Anne	Head cross country coach	JFK	STIPEND
Migani, Nicholas	Head boys' outdoor track coach	SHS	STIPEND
Pizzitola, Laini	Asst. indoor/outdoor track coach	SHS	STIPEND
Smelski, Cooper	Asst. indoor/outdoor track coach	SHS	STIPEND

**Personnel Report  
February 2023**

***Other Stipends ~ Resignations/Non-Renewals***

Green, Michael	Ind. & outd. boys' asst. track coach	SHS	RESIGN
Blanchard, Susan	Asst. girl's tennis coach	SHS	RESIGN

***Other Stipends ~ Appointments***

Costa, Tracy	Drama club technical crew advisor	JAD	STIPEND
Guilmette, Hannah	Drama club technical crew advisor	JAD	STIPEND

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 9 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS Multi-language Learner Course Programming Change Proposal - Second Reading

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS Multi-language Learner Course Programming Change Proposal.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the SHS Multi-Language Learner Course Programming Change Proposal as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **Proposed Restructure for Multilingual Learners Courses**

## **2023-2024 School Year**

**Current Course: English for Language Learners**

**Current Grades:** 9-12

**Current Credits Awarded:** 1 full credit for full year

**Levels:** All Levels

**Current Course Description:** Explicit language instruction is delivered in a daily class model. Students are instructed using a variety of modalities. The focus of the language instruction is based on the four domains of language learning; reading, writing, speaking, listening. Students are supported in their transition into the school and community culture. In addition to foundational language English skills, students acquire other skills necessary for success in cross curricular classes. Examples of these skills include: study skills, organization, and social skills.

### **Proposed Changes to English for Language Learners Course:**

**Course Title: Foundational English**

**Credit:** 1 credit for full year; ½ credit for half year (Will be determined based on student need and proficiency level)

**Levels:** This class will be offered to students who score 1 (beginner) or 2 (early intermediate) on the oral component of the LAS Placement Test or the LAS Links Annual test in grades 9,10,11 and 12.

**Course Description:** The focus of the class will be to deliver foundational language instruction in all language domains. This class' main focuses will be to develop oral and fluency skills.

**Materials:** Inside the USA; Edge: Fundamentals (red)

**\*In addition to the Foundational English Course, the proposed Multilingual Lab Support Course (below) will be offered to multilingual learners to provide continued, scaffolded language support as they progress through Southington High School.**

**New Course Recommendation: Multilingual Lab Support**

**Credit: 1 credit**

**Levels:** Students who score 2 (early Intermediate) or 3 (Intermediate) on the LAS Placement Test or the LAS Links Annual Test that do not have an identified exceptionality due to language.

**Course Description:** Students will continue to develop their linguistic skills in a supportive setting. Instruction will include access to longer reading selections, increased academic rigor of ForMula assignments, alignment (when possible) with English grammar lessons to support comprehension of materials learned in their respective English classes, and continuation of writing skills development. State testing skills may be covered during these classes. Students will also have opportunities to work on other assignments for classes with support.

**Materials: Edge Levels A, B or C; Edge (National Geographic)**

Edge is an award winning language program for multilingual students. The materials are based on the Common Core and include tiered supports for language learners with different proficiencies. The units are engaging and target real life circumstances. Students are given multiple opportunities to practice the four domains of English language; speaking, listening, reading and writing. The program is a complete learning program, consisting of assessment materials, interactive practice supports, and grammar instruction.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 9 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS Industry Internship Proposal – Student Help Desk - Second Reading

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS Industry Internship Proposal – Student Help Desk.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the SHS Industry Internship Proposal - Student Help Desk as presented by the Curriculum & Instruction Committee

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

## Industry Internship Proposal - Student HelpDesk

- **½ credit (P/F) for a one semester class, listed under the STEM category**
- **Able to earn up to 1 full credit**

### **Course Overview:**

The Student HelpDesk Internship provides students interested in the Science, Technology Engineering and Mathematics career cluster an opportunity to engage in relevant field experience. Students work with the technology department to hone their skills and apply them to the technology needs of their peers. This internship supports students who have college or career goals in mind.

### **Course Curriculum/Standards:**

#### *Program Development*

2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs. Development teams that employ user-centered design create solutions (e.g., programs and devices) that can have a large societal impact, such as an app that allows people with speech difficulties to translate hard-to-understand pronunciation into understandable language. Students should begin to seek diverse perspectives throughout the design process to improve their computational artifacts. Considerations of the end-user may include usability, accessibility, age-appropriate content, respectful language, user perspective, pronoun use, color contrast, and ease of use.

#### *Troubleshooting*

3A-CS-03 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. Troubleshooting complex problems involves the use of multiple sources when researching, evaluating, and implementing potential solutions. Troubleshooting also relies on experience, such as when people recognize that a problem is similar to one they have seen before or adapt solutions that have worked in the past. Examples of complex troubleshooting strategies include resolving connectivity problems, adjusting system configurations and settings, ensuring hardware and software compatibility, and transferring data from one device to another. Students could create a flow chart, a job aid for a help desk employee, or an expert system.

#### *Network Communication & Organization*

3B-NI-03 Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology). Recommend use of free online network simulators to explore how these issues impact network functionality.

#### *Collection Visualization & Transformation*

3B-DA-05 Use data analysis tools and techniques to identify patterns in data representing complex systems. For example, identify trends in a dataset representing social media interactions, movie reviews, or shopping patterns.

#### *Program Development*

3B-AP-18 Explain security issues that might lead to compromised computer programs. For example, common issues include lack of bounds checking, poor input validation, and circular references.

### **Who Qualifies:**

- Sophomores with computer science experience.
- Juniors and Seniors interested in computer science concepts.

**Pre-requisites:**

- Teacher recommendation.
- Appropriate school attendance.

**Student HelpDesk responsibilities:**

- Model appropriate behavior for students
- Follow school and class rules to teach students proper behavior
- Perform initial level troubleshooting for student or staff technology
- Provide basic guidance to students for student technology use
- If approved by Technology Department, perform basic Chromebook repairs

**Supervisor Responsibilities:**

- Technology Department (Analyst or Assistant) provides basic direction, guidelines, and standard operating procedures.
- Mark student UNV in PS when absent.
- Provide student with a passing grade. If the projected grade is failing, student name and feedback must be sent to the grade level admin for a conference as soon as the trend is identified.

**Evaluation Criteria:**

Criteria	Yes	No
Resolves tickets satisfactorily and timely		
Knowledge of hardware troubleshooting		
Knowledge of software troubleshooting		
Able to use systems thinking when generating solutions		
Responsive to student needs and creates positive relationships		
Fulfills roles and responsibilities with little prompting or coaching		

Assists other team members as needed		
Completes projects on time and accurately		
Shows initiative for continuous learning to improve job performance		
Communicates effectively to provide technical solutions		

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 9 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS Industry Internship Proposal – Teacher Assistant - Second Reading

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS Industry Internship Proposal – Teacher Assistant.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the SHS Industry Internship Proposal - Teacher Assistant as presented by the Curriculum & Instruction Committee

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# Industry Internship Proposal- Teaching Assistant

- .5 credits (PASS/FAIL)
- One semester class in a department of student choice

## Course Overview:

The Teaching Assistant Internship Course will provide students who are interested in the Human Services career cluster, or related pathways, an opportunity to engage in pre-service experiences. They will begin the internship with a training session that outlines their roles and responsibilities and introduces them to basic components of teaching. Students will support peer learning in assigned classes based on their academic areas of strengths. At the end of the course, students will be expected to design and teach one lesson to the class as their culminating project.

## Course Standards:

### ***Career and Technical Education Performance Standards and Competencies:***

I. Career Paths: Analyze career paths within early childhood education, childcare services, and related fields.

- 28. Demonstrate interpersonal skills that promote positive and productive relationships with children.
- 29. Determine the roles and functions of individuals engaged in early childhood education childcare services, and related fields.
- 30. Identify education and training requirements and opportunities for career paths in early childhood education, childcare services, and related fields.
- 31. Explore career opportunities in early childhood education, childcare services occupations, and related fields.
- 32. Describe and demonstrate effective employability skills.

K. Integration of Curriculum: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

- 36. Identify a variety of curriculum and instructional models.
- 37. Plan and implement learning activities in all curriculum areas that meet the developmental needs and learning styles of children.
- 38. Develop and demonstrate a variety of teaching methods to meet individual needs of children.
- 39. Determine and demonstrate methods to establish activities, routines, and transitions

## Course Curriculum:

- Will vary based on department and course; students will support instruction of state and national standards through board-adopted curriculum.
- A teacher training module will be provided to TA's from the "Introduction to Teaching" course curriculum, previously approved by the BOE.

## Who Qualifies:

- Students interested in Human Services Career Cluster or related field
- Juniors pushing into Freshmen classes
- Seniors pushing into Freshmen and Sophomore classes
- Tenured teachers in any department who volunteer to accept a TA placement

## Pre-requisites:

- Prior 85% average in the course.
- Consistent Attendance. *(Students must not have lost credit in a course during the current school year due to attendance issues)*
- 85% in the current course in the same department, if applicable.
- The TA candidate chooses a department to help in.
- Teacher recommendation from current course.
- Successful interview in the spring with administrators and department leaders.
- Successful completion of the TA training module. *(To be overseen by administration/department leaders)*

## Teaching Assistant Responsibilities:

- Model appropriate behavior for students, in compliance with the behavior expectations outlined in the student handbook
- Support Board-approved curriculum by:
  - Reinforce lessons by reviewing material with students one-on-one or in small groups
  - Assist with Tier 1 supports
  - Support students who were absent or need re-teaching
  - Assist with class station activities
  - Design and deliver one lesson by the end of each semester *(overseen by classroom teacher)*
- Communicate with classroom teacher in advance of an absence
- Help teachers with recordkeeping, such as taking attendance
- Get equipment and/or materials ready to help teachers prepare for lessons
- Meet with the classroom teacher a minimum of once per quarter for feedback and evaluation

### **Teaching Assistant Restrictions:**

- A Teaching Assistant does not serve as a paraeducator or substitute for a classroom teacher. (*An adult staff member will be present at all times*)
- A Teaching Assistant will not be responsible for student discipline.
- A TA does not enter grades in PowerSchool.
- A TA does not correct papers which would give him/her access to confidential student information.

### **Classroom Teacher Responsibilities:**

- Mark TA UNV in PS when absent.
- Meet with and provide feedback to TA's at a minimum of once per quarter using the Teaching Assistant Feedback Rubric: : [Teaching Assistant Feedback Rubric](#)
- Observe and provide feedback on the TA's lesson plan and implementation of the lesson.
- Report any TA who is not meeting expectations to the department oversight administrator.
- Provide TA with a pass/fail grade.
  - If the projected grade is failing, TA name and feedback must be sent to the grade level admin for a conference as soon as the trend is identified.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 9 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS Physical Education I Course - Second Reading

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS Physical Education I Course.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the SHS Physical Education I Course as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

Unit Overview	
Unit Title:	Unit 1: Lifetime/Recreational Activities
Teacher:	SHS PE Department
Grade Level/Course:	PE I (Grade 10)
Length/Dates:	8 Classes (block scheduling)
Unit Summary:	In this unit students will be participating in a variety of lifetime and recreational activities such as bowling and backyard games. Students will be able to recognize the importance of physical activity for enjoyment, as well as social interaction.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
<p><b>Priority Standards:</b></p> <p><b>S3.H4: Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)</b></p> <p><b>S5.H3: Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)</b></p> <p><b>Daily Rubric:</b></p> <p>S3.H5: Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)</p> <p>S4.H2: Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p><b>Supporting Standards:</b></p> <p>S4.H1.L1: Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H3.L1: Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.</p> <p>S4.H4.L1: Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.</p> <p>S4.H5.L1: Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)</p>

## Other Goal(s)

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Transfer Goals (Vision of the Graduate)

### **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

## Enduring Understanding(s):

EU1: When I effectively execute learned movements, I will be able to utilize the basic skills needed to perform skills both inside and outside of school.

EU 2: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.

EU 3: When I recognize the value of physical activity, I can participate in self-selected activities outside of school for enjoyment and social interaction.

## Essential Question(s):

EQ1: How does effective and appropriate movement affect my wellness and participation in physical activity?

EQ 2: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ 3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

**What will students know...****Bowling***Concepts*

- Knowledge of basic skills, game rules, and scoring
- Basic first and second shot strategy

*Unit Specific Vocabulary*

- Spare
- Strike
- Turkey
- 7-10 Split
- Perfect Game
- Arrows
- Runway
- Gutter Ball
- Frames
- Roll (footwork, arm swing, hand position, release, finishing position)

**Backyard Games***Concepts*

- Knowledge of basic rules of game play and scoring
- Offensive/Defensive strategies

*Unit Specific Vocabulary**Spikeball*

- Serve
- Spike
- Touch/Hit
- Serving Line
- Net
- Rim
- Pocket
- Infraction

*Ladder Ball*

- Bola
- Ladder
- Rungs
- Toss Line

*Cornhole*

- Blocker
- 4 Bagger
- Cornhole
- Toss
- Bag
- Ace
- Jumper
- Hanger

*KanJam***What will students be able to do...****Bowling**

- Employ various strategies throughout game play.
- Correctly apply rules and keep accurate scoring during game play.
- Demonstrate proper skill technique during game play.

**Backyard Games**

- Successfully participate in a game applying strategies and concepts.
- Correctly apply rules and keep accurate scoring during game play.
- Demonstrate proper skill technique during game play.

- Dinger
- Deuce
- Bucket
- Instant Win
- Deflector
- Thrower
- Throw (grip, footwork, wrist curl, finger position, arm movement, release)

*Bocce Ball*

- Banking
- Balls
- Centerline
- Dead Ball
- Fault line
- Foul
- Framing
- Pallino
- Rolling (grip, stance, palm up/palm down, overhand/underhand,
- Advantage
- Blocking, banking, bumping

**Disc Golf**

*Concepts*

- Knowledge of basic skills, game rules, and scoring
- Shot strategy

*Unit Specific Vocabulary*

- Forehand, backhand throw(grip, footwork, wrist curl, finger position, arm movement, release)
- Shots (escape, approach, fairway, putt)
- Birdie
- Bogie
- Par
- Circle
- Dogleg
- Dropzone
- Basket
- Fairway
- Mulligan

**Disc Golf**

- Successfully participate in a game applying strategies and concepts.
- Correctly apply rules and keep accurate scoring during game play.
- Demonstrate proper skill technique during game play.

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence.**

**Skill Rubric:**

❖ **Goal**

The goal is to have students understand and execute the basic skills, knowledge and strategies to be able to successfully play a game. when participating in activities.

❖ **Role**

Participant in the game. The job is to perform the skills taught in class needed to participate in each activity

❖ **Audience**

The target audience will be the teacher.

❖ **Situation**

The challenge involves dealing with the variety of student's abilities and differentiation and instruction as well as student's prior exposure/experience to the activity being taught

❖ **Product/Performance/Purpose**

You need to demonstrate the proper concepts/techniques for each skill taught in order to be successful in this activity.

❖ **Standards and Criteria for Success**

Your work will be judged by both peers (peer assessments) and the PE teacher (visual assessments) (see rubrics in stage 3 for specific activity skill rubrics)

**Pre & Post Assessments (formative & summative):**

❖ **Goal**

The goal is to check for prior (pre-assessment) and end-of-unit (post-assessment) skills and knowledge through practice and performance.

❖ **Role**

A participant in the game(s).

Students will be asked to complete a variety of skills/concepts that will be assessed at the beginning and end of various units

❖ **Audience**

The target audience is the teacher.

❖ **Situation**

The challenges involved include dealing with the variety of student's abilities and differentiation of instruction as well as student's prior exposure/experience to the activity being taught

❖ **Product/Performance/Purpose**

(Pre-assessment) You need to demonstrate your prior knowledge/experience of the concepts/strategies and vocabulary in a written pre-assessment so that you can check for knowledge of the activity.

(Post-assessment) You need to demonstrate an understanding of the concepts/strategies and vocabulary in a written post-assessment so that you can be successful in this activity.

❖ **Standards & Criteria for Success**

The students will meet or exceed the (peer assessments) and the PE teacher (visual assessments)

## Resources

### Bowling

- Bowling lanes
- Bowling balls
- Score sheets
- Pins

### Backyard Games

#### *Spikeball*

- Spikeball nets
- Spikeballs

#### *Ladder Ball*

- Ladders
- Ladder balls

### *Bocce Ball*

- Bocce balls,
- Bocce court

### *Corn Hole*

- Corn Hole boards
- Bean bags

### *Kan Jam*

- Frisbees
- Kan Jam cans

### **Disc Golf**

- Discs
- Disc golf targets/baskets

## **Evaluative Criteria**

### **How students will be evaluated:**

Pre/Post assessment, daily rubric, skills assessment/rubrics

### **Feedback will be provided to the student in the following ways:**

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action
- Formal: is planned and systematically scheduled into the process.
- Self Assessment Feedback
- Summative Feedback check in assignment (Teacher/Self)

## **Stage 3: Instructional Design**

<b>Learning Target:</b>	<b>Success Criteria:</b>
<i>Bowling</i> <i>Day 1</i> <ul style="list-style-type: none"><li>● I will learn the various mechanics of rolling the bowling ball down the lane.</li></ul>	<ul style="list-style-type: none"><li>● Students will knock down pins consistently</li><li>● Demonstrate mechanics of rolling a ball.</li></ul>
<b>Learning Activities</b>	
<i>Bowling</i> <i>Day 1</i> <ul style="list-style-type: none"><li>● Teacher led dynamic/Static Warm-up</li><li>● Prior Knowledge Check</li><li>● Teacher demonstrate grip and ball rolling mechanics</li><li>● Teacher diagram and explain the components of the lane</li><li>● Students practice rolling and knocking down pins</li></ul>	
<b>Assessments</b>	
<i>Bowling</i> <i>Day 1</i> <ul style="list-style-type: none"><li>● Turn and Talk Q&amp;A-Share prior bowling experience</li><li>● Observation of students hitting pins</li><li>● Daily Rubric <a href="#">Southington Blue Knight Daily PE Rubric</a></li></ul>	

<b>Learning Target:</b>	<b>Success Criteria:</b>
Bowling	<ul style="list-style-type: none"><li>● Students fill out scorecard correctly</li></ul>

<p>Day 2</p> <ul style="list-style-type: none"> <li>• I can correctly score each frame throughout a full bowling game</li> <li>• I can apply first and second shot strategies based upon pin placements</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be given certain pin layouts and make decisions on what to do</li> </ul>
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**Learning Activities**

*Bowling*

Day 2

- Student led dynamic/static warm-up
- Class review prior day skills and student perform
- Teacher describe scoring process and check for understanding
- Students participate in mini-games with teacher check-in
- Teacher model and discuss rolling strategies
- Students continue modified games with specific pin layouts

**Assessments**

*Bowling*

Day 2

- Review of collected score cards
- Turn and Talk Q&A-First verse Second shot strategies
- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<p><i>Bowling</i> Day 3</p> <ul style="list-style-type: none"> <li>• I can effectively compete in a full bowling game.</li> </ul>	<ul style="list-style-type: none"> <li>• Students successfully compete in full bowling games using the skills, rules, and strategies learned.</li> </ul>

**Learning Activities**

*Bowling*

Day 3

- Student led dynamic/Static Warm-up
- Student review prior day skills
- Students compete in multiple full games
- Teacher administers performance task

**Assessments**

- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)
- Performance Task Rubric [☰ SHS Physical Education Performance Task Rubric](#)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<p><i>Backyard Games (Bocce, Ladder Ball, Corn Hole, Kan Jam, Spike Ball)</i> Day 1</p> <ul style="list-style-type: none"> <li>• I can demonstrate the throwing/tossing/rolling skills for each activity.</li> <li>• I can apply the rules correctly during a full backyard game.</li> </ul>	<ul style="list-style-type: none"> <li>• Students toss/roll/throw each game piece and land it accordingly</li> <li>• Students successfully compete in short games for each activity</li> </ul>

**Learning Activities***Backyard Games**Day 1*

- Student led dynamic/static warm-up
- Teacher describes 2-3+ games (rules, scoring)
- Teacher demonstrates the throwing/rolling skills for each game
- Students practice skills/movements of each game

**Assessments**

- Turn and Talk Q&A-Reflect on personal interest based on games learned
- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)

**Learning Target:****Success Criteria:***Backyard Games**Day 2*

- I can accurately keep score for each specific activity
- I can recognize situations that specific strategies should be applied

- Students toss/roll/throw each game piece and land it accordingly
- Students successfully compete in short games for each activity
- Students will be given certain game piece layouts and make decisions on what to do

**Learning Activities***Backyard Games**Day 2*

- Student led dynamic/static warm-up
- Teacher describe 2-3 games (rules, scoring)
- Teacher demonstrate the throwing/rolling skills for each game
- Students compete in games

**Assessments**

- Turn and Talk Q&A-Review and field questions on scoring, rules, etc.
- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)

**Learning Target:****Success Criteria:**

## Backyard Games

## Day 3

- I can effectively compete in the various backyard games

- Students successfully compete in full games using the skills, rules, and strategies learned

**Learning Activities**

## Backyard Games

## Day 3

- Students compete in 2-3 student selected games
- Teacher administer Performance Task

**Assessments**

- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)
- Performance Task Rubric [☰ SHS Physical Education Performance Task Rubric](#)

**Learning Target:****Success Criteria:**

<p>Disc Golf Day 1</p> <ul style="list-style-type: none"> <li>I will learn the skills, the scoring and the course layout of disc golf.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform the various skills of throwing the disc: Frisbee is thrown with top is facing up, bottom is facing down, and path is in a straight line</li> <li>Students correctly complete the score card for each hole</li> <li>I can label the different parts of a course</li> </ul>
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### Learning Activities

<p>Disc Golf Day 1</p> <ul style="list-style-type: none"> <li>Student led dynamic/static warm-up</li> <li>Teacher explain the various types of disc throws</li> <li>Class walk the course and Teacher explains each aspects of each hole and course</li> <li>Teacher describe how to score</li> <li>Students play a few holes with teacher check-in</li> </ul>
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### Assessments

<ul style="list-style-type: none"> <li>Review of score cards</li> <li>Observation of play</li> <li>Daily Rubric <a href="#">Southington Blue Knight Daily PE Rubric</a></li> </ul>
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Learning Target:	Success Criteria:
<p>Disc Golf Day 2</p> <ul style="list-style-type: none"> <li>I can recognize and execute the different throws that are necessary to complete each hole</li> <li>I can apply the rules and effectively compete in a full round of disc golf.</li> </ul>	<ul style="list-style-type: none"> <li>Students successfully compete in a full round using the skills, rules, and strategies learned</li> </ul>

### Learning Activities

<p>Disc Golf Day 2</p> <ul style="list-style-type: none"> <li>Student led disc toss warm-up</li> <li>Students review throwing skills</li> <li>Students review rules and scoring</li> <li>Students compete in a full round</li> <li>Teacher administer performance task</li> </ul>
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### Assessments

<ul style="list-style-type: none"> <li>Daily Rubric <a href="#">Southington Blue Knight Daily PE Rubric</a></li> <li>Performance Task Rubric <a href="#">SHS Physical Education Performance Task Rubric</a></li> </ul>
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### Resources

<p><a href="https://openphysed.org/">https://openphysed.org/</a></p> <p><a href="#">Healthy and Balanced Living Curriculum Framework 2022</a></p>
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Unit Overview	
<b>Unit Title:</b>	Unit #2: Team Sports
<b>Teacher:</b>	SHS PE Department
<b>Grade Level/Course:</b>	PE I (Grade 10)
<b>Length/Dates:</b>	14 Classes (4, 4, 2, 2, 2)
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will participate in a variety of team sports such as volleyball, floor hockey, and invasion games. Students will apply strategies and tactics that are specific to each team sport to be the most successful. Students will exhibit good sportsmanship and etiquette while participating in team sports.

### Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p><b>Priority Standards:</b></p> <p><b>S2.H2: Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</b></p> <p><b>S4.H3: Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)</b></p> <p><b>S4.H4: Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)</b></p> <p><b>Daily Rubric:</b></p> <p>S4.H2: Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>S4.H5: Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p><b>Supporting Standards:</b></p> <p>S1.H1: Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games). (S1.H1.L1)</p> <p>S2.H5: Demonstrates the ability to use strategies and tactics effectively during game play in</p>

net/wall and/or target games. (S2.H5.L1)

S2.H1: Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)

### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

#### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

#### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

#### Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

#### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

#### Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

EU1: When I learn different strategies and tactics I can perform more successfully in competitive games and activities.

EU2: When I know how to work well with others, I will be more successful in whatever activity I participate in.

### Essential Question(s):

These questions are related to the enduring understandings and

EQ1: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ2: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

provide relevance for the learning in the unit.

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Floor Hockey**

*Concepts*

- Offensive/Defensive Strategies
- Clearing/Centering
- Positioning
- Spacial Awareness

*Skills*

- Stick Handling
- Passing/Receiving
- Shooting

*Vocabulary*

- Crease
- High Sticking
- Face Off

**Volleyball**

*Concepts*

- Positioning
- Rotations
- Scoring

*Skills*

- Forearm Pass (Bump)
- Set
- Spike
- Dig
- Serve

*Vocabulary*

- Carry
- Net Violation
- Boundaries (out vs in signals)
- Setter
- Hitter
- Rotation

**Floor Hockey**

- Successfully participate in a full game and apply strategies and concepts learned.

- Demonstrate proper skill technique during a floor hockey game or during tournament play.

**Volleyball**

- Successfully participate in game play applying the skills and strategies learned.

- Demonstrate proper skill technique during a volleyball game or during tournament play.

<p><b>Invasion Games (4 day cycle) (Team Handball, Ultimate Frisbee, Tchoukball,</b></p> <p><i>Skills</i>          Passing          Throwing          Catching          Shooting</p> <p><i>Concepts</i>          Offense/Defense Strategies          Spacial Awareness          3 Step/Pass Rules</p> <p><i>Vocabulary</i>          Rebound          Touchdown          Hammer Throw</p>	<p><b>Invasion Games (4 day cycle) (Team Handball, Ultimate Frisbee, Tchoukball)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper skill technique during a variety of invasion games.</li> <li>• Successfully participate in game play applying the skills and strategies learned specific to each activity.</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

##### *Summative Assessment 1:*

#### **Team Sports Summative Performance Task**

**Goal:** The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.

**Role:** Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

**Audience:** Our target audience is the teacher/fans.

**Situation:** The challenge involves dealing with the variety of student abilities in their own game independently.

**Product/Performance/Purpose:** They run a game using the criteria from the rubric attached.

##### *Summative Assessment 2:*

#### **Invasion Games Summative Assessment 2**

**Goal:** The goal of this performance task is for students to create and participate in their own game. Students should be able to create rules, how to score, and assign rules to members of their team.

**Role:** Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

**Audience:** Our target audience is the peers/teacher/fans.

**Situation:** The challenge involves adding in elements of skills that you have previously learned within your game.

**Product/Performance/Purpose:** They can create a game using the criteria from the rubric attached.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Projector and Computer

Volleyball- volleyballs, nets

Floor Hockey- hockey sticks, hockey pucks/balls, goals, tape for crease

Invasion Games-

- Team Handball- handball, nets (goals), pinnies, tape for crease
- Ultimate Frisbee- frisbees, pinnies, cones
- Tchoukball- tchoukball rebounder, tchoukballs, pinnies

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

#### How students will be evaluated:

Teacher observation using the summative performance task rubric

#### Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action
- Formal: is planned and systematically scheduled into the process.
- Self Assessment Feedback

### Other Evidence


#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Verbal check-ins and skill rubrics.

### Stage 3: Instructional Design

Activity: Floor Hockey

Learning Target:	Success Criteria:
<b>Floor Hockey</b> Block 1- I can successfully utilize the basic skills needed to play floor hockey.	<b>Floor Hockey</b> Block 1- Students will practice individual skills through skill work and team collaboration. (stickhandling, passing, receiving, shooting)
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Block 1 <ul style="list-style-type: none"><li>● Warm up designed to get blood pumping (dynamic warm up) <a href="#">Dynamic warm up example</a></li><li>● Individual skill work through drills/team collaboration</li><li>● Begin to discuss offensive/defensive strategies.</li></ul>	
<b>Assessments</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
 <b>Southington Blue Knight Daily PE Rubric</b>	

Learning Target:

Success Criteria:

<ul style="list-style-type: none"> <li>Block 2- I can collaborate with my team and understand offensive and defensive strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Block 2- Students will practice defensive and offensive skills through drill work and team collaboration.</li> </ul>
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**Learning Activities**


What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

Block 2:

- Warm up designed to get blood pumping (dynamic warm up) [Dynamic warm up example](#)
- Teacher instructed offensive/defensive positions, practice with groups
- Discuss rules
- Apply rules and strategies in small sided games

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

 **Southington Blue Knight Daily PE Rubric**

**Exit Ticket: T-Chart of Things I Learned Today and Questions I Have. Students will get 2 sticky notes; one for each category.**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>Block 3- I can understand the rules and concepts of floor hockey and apply them.</li> </ul>	<ul style="list-style-type: none"> <li>Block 3: Students will run a whole game using all rules/scoring/roles with teacher assistance.</li> </ul>

**Learning Activities**


What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

Block 3:

- Warm up designed to get blood pumping (dynamic warm up) [Dynamic warm up example](#)
- Teacher will design teams and instruct students through an entire floor hockey game
- Students will collaborate with their team at the end of class to discuss their plan for the next game
- Informal team reflection on collaboration

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

 **Southington Blue Knight Daily PE Rubric**

**Informal Team Reflection: As a team, discuss the things you have done well as a team, and things you want to do better next time.**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>Block 4- I can successfully participate in a full floor hockey game and apply strategies and concepts learned.</li> </ul>	<ul style="list-style-type: none"> <li>Block 4: Students will run a whole game using all rules/scoring/roles without teacher assistance.</li> </ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Block 4:

- Warm up designed to get blood pumping (dynamic warm up) with their team [Dynamic warm up example](#)
- Students will lead their own game WITHOUT teacher assistance and are responsible for all aspects of the game including coaching, scorekeeping, play calling, etc.

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Southington Blue Knight Daily PE Rubric

Summative Assessment:

### Team Sports Summative Performance Task

Activity: Volleyball

### Learning Target:

- Block 1- I can learn and apply basic volleyball skills.

### Success Criteria:

- Students will practice each skill of volleyball (bump, set, spike) in a drill setting.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Block 1:

- Dynamic warm up
- Demonstration of forearm passing
- Students will work with a partner and practice forearm passing (bumping).
  - [Butterfly drill](#)
- Demonstration of overhead passing/setting
- Students will work with a partner and practice overhead passing/setting.
  - [Butterfly drill](#)
- Assessment (volley with a partner)
- Students will learn the approach steps to a hit or spike. They will practice without a ball first, then work off a toss.

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Southington Blue Knight Daily PE Rubric

**Students should be able to volley back and forth with a partner using forearm passing or overhead passing/setting a minimum of 8 times.**

### Learning Target:

### Success Criteria:

- Block 2- I can learn and practice both overhand and underhand serves.
- Block 2- I can learn positions, rotations, and rules of volleyball.

- Students will be successful when they know how to properly perform either an overhand or an underhand serve over the net and in bounds.
- Students will be able to learn the various positions in volleyball as well as learn rotations and rules of the game.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Block 2-

- Dynamic warm up
- Pepper with a partner (passing back and forth with a partner)
- [Butterfly Drill](#)- use both forearm passing and overhead passing
- Teach students both the overhand and underhand serve techniques, and have them practice on their own or with a partner
- Peer-Assessment- Serving Technique
- Teach students about positions, rotations, scoring, and rules of the game.
- Assessment (exit ticket)

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

#### Southington Blue Knight Daily PE Rubric

**Peer- Assessment- Students will partner up and each serve 5 times. One partner performs while the other observes. Afterwards, they will provide feedback to their partner on their performance and what they can do to improve.**

**Exit Ticket- Students will participate in a parking lot style exit ticket about how they feel about positions, rotations, and rules of volleyball after today. (comfortable vs not-comfortable)**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● Block 3- I can collaborate with my team effectively.</li> <li>● Block 3- I can apply the skills and concepts learned in a full court game with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to collaborate with their team that is selected by the teacher.</li> <li>● Students will be able to play an organized game of volleyball with teacher-assistance applying the concepts, skills, and rules learned.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Block 3-


- Dynamic warm-up
- [Butterfly Drill](#)
- Review all rules, rotations, and positions with students.
- Put students into teams
- Students will collaborate with their team.
- Warm-up with team before a scrimmage game

- Teams will scrimmage other teams focusing on rotations, rules, as well as positioning of players.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

 **Southington Blue Knight Daily PE Rubric**

**Self-Reflection: Reflect on collaboration with your team and self-reflect on your own progress with the skills learned so far.**

### Learning Target:

- Block 4- I can successfully participate in a full game of volleyball with my team independently.

### Success Criteria:

- Students will be able to organize and participate in a full game of volleyball independently.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Block 4-

- Dynamic warm-up
- [Butterfly Drill](#)
- Create teams, put positions together with your team.
- Teams should have roles for each person on their team.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

 **Southington Blue Knight Daily PE Rubric**

*Summative Assessment:*

 **Team Sports Summative Performance Task**

Activity: Invasion Games (Team Handball)

### Learning Target:

- Block 1- I can successfully understand and perform offensive and defensive strategies within a team handball small-sided game.

### Success Criteria:

- Students will be successful when they know how to move from offense to defense.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Block 1-

- Warm up
- Students pass and catch with a partner
- Teach lead directions of game play and rules.
- Students will be split into teams to play a small-sided game.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Southington Blue Knight Daily PE Rubric](#)

**Learning Target:**

- Block 2- I can collaborate with my team effectively while playing handball.
- Block 2- I can apply the skills and concepts learned in a full game without teacher assistance.

**Success Criteria:**

- Students will be able to collaborate well with their team.
- Students will be able to play an organized game of team handball without teacher-assistance applying the concepts, skills, and rules learned.

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Block 2-**

- Warm Up
- Create teams, assign roles
- Students will play in a full game independently.

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Southington Blue Knight Daily PE Rubric](#)

Activity: Invasion Games (Ultimate Frisbee)

**Learning Target:**

- Block 1- I can successfully understand and perform offensive and defensive strategies within an ultimate frisbee small-sided game.

**Success Criteria:**

- Students will be successful when they know how to move from offense to defense.

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Block 1-**

- Warm up
- Demonstration on how to properly throw and catch a frisbee.
- Students pass and catch with a partner
- Teach lead directions of game play and rules.
- Students will be split into teams to play a small-sided game.

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Southington Blue Knight Daily PE Rubric](#)

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● Block 2- I can collaborate with my team effectively.</li> <li>● Block 2- I can apply the skills and concepts learned in a full game without teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to collaborate well with their team.</li> <li>● Students will be able to play an organized game of ultimate frisbee without teacher-assistance applying the concepts, skills, and rules learned.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Block 2-

- Warm Up
- Create teams, assign roles
- Students will play in a full game independently.
- Assessment- Performance Task

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[☰ Southington Blue Knight Daily PE Rubric](#)

*Summative Assessment:*

[☰ Team Sports Summative Performance Task](#)

Activity: Invasion Games (Tchoukball)

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● Block 1- I can successfully understand and perform offensive and defensive strategies within a tchoukball small-sided game.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be successful when they know how to move from offense to defense.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Block 1-

- Warm up
- Demonstration on how to throw and rebound to score.
- Teach lead directions of game play and rules.
- Students will be split into teams to play a small-sided game.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[☰ Southington Blue Knight Daily PE Rubric](#)

Learning Target:	Success Criteria:
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- Block 2- I can collaborate with my team effectively.
- Block 2- I can apply the skills and concepts learned in a full game without teacher assistance.

- Students will be able to collaborate well with their team.
- Students will be able to play an organized game of Tchoukball without teacher-assistance applying the concepts, skills, and rules learned.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### Block 2-

- Warm Up
- Create teams, assign roles
- Students will play in a full game independently.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

 **Southington Blue Knight Daily PE Rubric**

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit #3 :Weight Training
<b>Teacher:</b>	SHS PE Department
<b>Grade Level/Course:</b>	PE I
<b>Length/Dates:</b>	4 Classes (block scheduling)
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn a variety of weight training techniques, as well as weight room etiquette. Students will use free weights and machines to learn proper form of a variety of lifts. They will be able to identify and name muscles in the body and create fitness plans that target certain muscle groups. As a result, students will have the knowledge and skills that they can apply outside of school.  Students will also be participating in CT Physical Fitness Testing in PE I.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<b>Priority Standards:</b>
<b>S1.H3 Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</b>
<b>S3.H7 Demonstrates appropriate technique on resistance training machines and with free weights. (S3.H7.L1)</b>
<b>S3.H9 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)</b>
<b>Daily Rubric</b>
S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
S5.H1 Demonstrates the ability to analyze the health benefits of a self selected physical activity. (S5.H1.L1)
<b>Supporting Standards</b>
S3.H1 Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)
S3.H8 Demonstrates the ability to relate physiological responses to individual levels of fitness and

nutritional balance. (S3.H8.L1)

S3.H10 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)

### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

**Delete the transfer goals that do not apply to your unit:**

**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

Each EU listed should correspond to at least 1 or more EQ below.

- EQ1: When I understand weight training and fitness concepts, I can use that knowledge to participate in wellness activities independently.
- EQ2: When I understand the components of fitness and their importance on overall wellness, I can maintain a balanced approach to the exercises I choose to perform.
- EQ3: When I follow fitness center etiquette and safety procedures, I maintain a safe environment for myself as well as others.

- EQ4: When I live an active lifestyle it prolongs my life expectancy and improves my quality of life.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Each EQ listed should correspond to at least 1 or more EU above.

- EQ1: How does effective and appropriate movement affect my wellness and participation in physical activities?
- EQ2: How does each component of fitness impact the overall health of a person?
- EQ3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?
- EQ4: What impact does an active lifestyle have on individuals throughout their life?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator.

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Safety Concepts:**

- 1) Alert and Aware of your surroundings.
- 2) Stay on task.
- 3) Do not use equipment that you do not know how to use.
- 4) Use proper form, technique and progressions.
  - a) Balance
  - b) Posture
  - c) Range of motion
  - d) Warm Up/StretchBreathing
  - e) Starting light and comfortable
- 5) Understand spotter responsibilities.
  - a) Assist and motivate.
  - b) Peer assess technique and form.
  - c) Count the number of reps.

**Resistance Training:** A type of exercise that strengthens your muscles.

**Resistance Machines:**

Machines with a predetermined range of motion, meaning you can only lift and lower the weight in the correct way. This helps you to learn the exercise, build up strength and learn to engage the right muscles before progressing onto free weights.

**Free Weights:** Weights that are not connected to a chain or cable. Barbells and dumbbells are free weights.

- Identify the safety concepts of weight training.
- Identify and perform a proper warm up routine before beginning weight training.
- Demonstrate proper form, technique and progression while weight training.
- Identify the proper progression by demonstrating the exercise using a light and comfortable amount of weight, sets and repetitions before moving onto heavier amounts of weight.
- Demonstrate proper spotter responsibilities with a partner.
  
- Identify resistance training and perform resistance training using resistance machines and free weights.
- Identify and perform isometric, concentric and eccentric training exercises.

<p><b>Sets:</b> The number of times you perform an exercise.</p> <p><b>Repetitions:</b> The number of times you perform the contraction within a set.</p> <p><b>Isometric:</b> Any strength-training movement where your muscle length and the angle of your joints do NOT change. (plank, wall sit, etc)</p> <p><b>Concentric:</b> It's the portion of the workout where you're raising the dumbbell up towards you.</p> <p><b>Eccentric:</b> Known as a lengthening contraction. This kicks in when your muscles are elongated.</p> <p><b>Static Stretching:</b> Stationary stretching that improves your flexibility and range of motion, it can also help your muscles recover faster after a workout, leading to less pain and stiffness.</p> <p><b>Dynamic Stretching:</b> Movement based stretch prior to activity.</p> <p><b>PNF:</b> Partner based form of stretching that is beneficial for improving your muscle strength and ability to move your joints with ease.</p> <p>Understand the difference between upper body, lower body and core muscles.</p>	<ul style="list-style-type: none"> <li>● Identify and apply dynamic and PNF stretching concepts prior to beginning a weight training session.</li> <li>● Identify and apply static stretching following a weight training session.</li>   <li>● Identify and perform upper body, lower body and core exercises.</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### Summative

##### ❖ Goal

The students will be able to create a personal resistance training program that will be performed during class.

##### ❖ Role

Students will apply safety and resistance training concepts within the class period that they are performing their personal training program.

##### ❖ Audience

The target audience will be the teacher.

##### ❖ Situation

To create a personal resistance program to improve muscle strength for a specific sport, activity or personal interest.

### ❖ **Product/Performance/Purpose**

You need to demonstrate an understanding of the concepts/strategies and vocabulary in a written post-assessment so that you can be successful in this activity.

### ❖ **Standards & Criteria for Success**

Rubric will assess the standards and criteria.

[PE I Resistance Training Assessment](#)

## **Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Projector and speaker

Access to the weight room (dumbbells, barbells, weight machines, resistance bands, cardio equipment, wipes, and disinfectant spray)

## **Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

### **How students will be evaluated:**

Pre/Post assessment, daily rubric, skills assessment/rubrics

### **Feedback will be provided to the student in the following ways:**

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action
- Formal: is planned and systematically scheduled into the process.
- Self Assessment Feedback

Summative Feedback check in assignment (Teacher/Self)

## **Other Evidence**

### **Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- **Students will complete an exit slip on Safety Concepts at the end of the period.**
- **Teachers will observe students and perform visual assessment of students performing dynamic and static stretches.**
- **Teachers will perform informal verbal assessment of students in regard to types of contractions during resistance training.**
- **Peer assessment of plank form.**
- **Visual assessment of lower body squat form and technique.**
- **Visual assessment of upper body chest press form and technique.**

## **Stage 3: Instructional Design**

### **Stage 3: Instructional Design**

Design EACH activity for the unit.

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● I will demonstrate cardiorespiratory endurance by performing the CT Physical Fitness Assessment's Mile Run.</li> <li>● I will be able to understand the safety concepts of weight training/fitness.</li> <li>● I will learn the form and technique of resistance training.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe all safety concepts on an exit ticket. <ul style="list-style-type: none"> <li>○ Alert and Aware of your surroundings.</li> <li>○ Stay on task.</li> <li>○ Do not use equipment that you do not know how to use.</li> <li>○ Use proper form, technique and progressions. <ul style="list-style-type: none"> <li>■ Balance</li> <li>■ Posture</li> <li>■ Range of motion</li> <li>■ Warm Up/StretchBreathing</li> <li>■ Starting light and comfortable</li> </ul> </li> <li>○ Understand spotter responsibilities. <ul style="list-style-type: none"> <li>■ Assist and motivate.</li> <li>■ Peer assess technique and form.</li> <li>■ Count the number of reps.</li> </ul> </li> </ul> </li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Students will perform the CT Physical Fitness Assessment Mile Run.
- Teachers will provide students with a hand out or provide a presentation with safety concepts and vocabulary.
- The class will walk through the weight room/ fitness center to familiarize themselves with the specific areas.
- Teacher will introduce and demonstrate the form of specific movements and resistance machines.
- Teacher will introduce the proper spotting techniques for specific movements and weight training activities.
- If time allows the teacher may have the students perform a dynamic warm up and experiment with using some of the resistance machines to practice form and technique that was demonstrated in class.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Students will complete an exit slip on safety concepts at the end of the period.**

 **Weight Room Safety Exit Slip**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● I will demonstrate flexibility through the CT Physical Fitness Assessment Sit and Reach.</li> <li>● I will understand how dynamic and static stretching can help to warm up for and recover from resistance training.</li> <li>● I will apply the form and technique of resistance training in my workout.</li> </ul>	<ul style="list-style-type: none"> <li>● I will perform a series of dynamic stretches prior to resistance training and a series of static stretches after resistance training.</li> <li>● I will use proper form and technique while engaging in resistance training.</li> </ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- The students will perform the CT Physical Fitness Assessment : Sit and Reach
- The teacher will present information on how dynamic stretching can help to warm up the muscles and implement a dynamic warm up routine.
- Students will participate in using resistance machines to help teach movements of upper body and lower body strength training exercises.
- The teacher will present information on how static stretching routines can help to recover after training and implement.
- Students will perform a static stretching routine.

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Teacher will observe students and perform visual assessment of students performing stretches.**

**Verbally assess the differences and benefits of dynamic and static stretching.**

**Students will track weights, reps, sets.**

## Learning Target:

- I will understand the difference between isometric, eccentric and concentric contractions when it comes to resistance training.

## Success Criteria:

- I can state the specific contraction that I am performing during each repetition.
- **Isometric:** Any strength-training movement where your muscle length and the angle of your joints do NOT change. (plank, wall sit, etc)
- **Concentric:** It's the portion of the workout where you're raising the dumbbell up towards you.
- **Eccentric:** Known as a lengthening contraction. This kicks in when your muscles are elongated.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Dynamic Warm Up Routine
- Teacher will provide a presentation on the different contractions during resistance training.
- Students will perform resistance training exercises and note the contractions during activity.
- Static stretching routine

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- Teachers will perform verbal assessment of students in regard to contractions.
- Students track weights, reps, sets.
- Turn and Talk: Why is it important to know the difference contractions when performing resistance training.

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>• I will demonstrate muscular strength and endurance through the CT Physical Fitness Assessment push up and curl ups.</li> <li>• I will understand how to increase core strength and endurance by using isometric resistance training.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a plank with the proper form and technique.</li> <li>• <b>Hold a Push Up Position</b></li> <li>• <b>Palms on the ground, Arms Straight</b></li> <li>• <b>Straight Back and Tightened Core</b></li> <li>• <b>Head in neutral position</b></li> <li>• <b>Toes on ground, legs straight</b></li> <li>• <b>Hold for as long as you can (average 1-2 min)</b></li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?


Tasks can be linked in here. Include technology integration as applicable to support learning.

- CT Physical Fitness Assessment: Push Ups and Curl Ups
- Dynamic Stretching Routine
- Resistance Training
- Teacher will provide information on increasing core strength and endurance. (Teacher models plank, wall sit, bridge, etc)
- Students will perform various core training exercises including the plank.
- Teachers will have students peer assess the plank form of their partner.
- Static stretching

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- **Peer assessment of plank form or other isometric contractions.**
-  **Peer Plank Assessment**
- **Students track weights, reps, sets.**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>• I will understand how to increase lower body strength by using resistance training.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a lower body squat with the proper form and technique.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Dynamic Stretching Routine
- Resistance Training
- Teachers will provide demonstrations on various types of squats and other lower body resistance exercises. (ie: air squat, barbell, kettlebell, dumbbell squats)
- Students will perform the squat using the correct form and technique.
- Teachers will visually assess their students' form and technique.
- Static Training Routine

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- **Visual assessment of squat form and technique**
- **Peer assessment with checklist**
- **[Peer Squat Assessment](#)**
- **Students track weights, reps, sets**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● I will understand how to increase upper body strength by using resistance training.</li> </ul>	<ul style="list-style-type: none"> <li>● I can perform an upper body push press with the proper form and technique.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Dynamic Stretching Routine
- Resistance Training
- Teachers will provide demonstrations on various types of chest press and other lower body resistance exercises.
- Students will perform the bench press using the correct form and technique.
- Teachers will visually assess their students' form and technique.
- Static Training Routine

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- **Visual assessment of push exercise with proper form and technique and peer spotters**
- **Students track weights, reps, sets**
- **[Bench Press Check List](#)**
- **Students reflect on their own progress with their workouts-written reflection**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● I will apply the components of a successful beginner strength resistance training program by developing my own.</li> </ul>	<ul style="list-style-type: none"> <li>● I will create a beginner strength and resistance training program with all components (upper body, lower body and</li> </ul>

core strength building/ resistance exercises).

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?


Tasks can be linked in here. Include technology integration as applicable to support learning.

- Dynamic Stretching Routine
- Resistance Training
- Teacher will introduce the criteria/rubric for creating a personal resistance training program for beginners to improve upper body push/pull, lower body and core strength.
- Students will work on creating their personal resistance training program.
- Static Training Routine

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

-  PE I workout log plan
- **Offer multiple options to present workout**
- **Get feedback from one peer (peer assessment)**
- **Adjust/revise workout based on how the 1st run went**

### Learning Target:

- I will be able to understand the criteria and components for a successful beginner strength resistance training program.

### Success Criteria:

- I will implement a beginner strength and resistance training program with upper body, lower body and core strength building/ resistance exercises.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?


Tasks can be linked in here. Include technology integration as applicable to support learning.

- Dynamic Stretching Routine
- Resistance Training
- Students will implement a personal resistance training program for beginners to improve upper body, lower body and core strength.
- Static Training Routine

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

-  PE I workout log plan

### Resources

Any materials and resources related to Stage 3 learning activities.

<https://www.rawdynamicstrength.com/dynamic-grind>

<https://www.realsimple.com/health/fitness-exercise/how-to-do-a-plank>

<https://www.theptdc.com/>

Unit Overview	
Unit Title:	Unit 4: Racquet Sports
Teacher:	SHS PE Department
Grade Level/Course:	PE I (Grade 10)
Length/Dates:	10 Classes (block scheduling)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will be participating in a variety of racquet sports, such as badminton and pickleball. Students will learn how to perform the forehand and backhand strikes, along with other skills specific to each activity. Students will learn how to keep score properly, as well as participate in tournament style game play.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<b>Priority Standards:</b>
<b>S2.H1: Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)</b>
<b>S2.H2: Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</b>
<b>S4.H2: Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</b>
<b>S5.H1: Demonstrates the ability to analyze the health benefits of a self selected physical activity. (S5.H1.L1)</b>
<b>Daily Rubric:</b>
S4.H3: Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
S4.H4: Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)
S4.H5: Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
<b>Supporting Standards:</b>
S5.H4:
- Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

**S4.H1:**

- Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.(S4.H1.L1)

**Other Goal(s)**

List the Disciplinary Transfer Goals that this unit will address

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Transfer Goals (Vision of the Graduate)**

List the long-term and/or school-wide independent student behaviors that this unit will address.

**Delete the transfer goals that do not apply to your unit:**

**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring****Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

EU1: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.

EU2: Good sportsmanship involves playing by the rules, being respectful and following the etiquette of the activity/game/sport.

EU3: Physical activity enhances fitness and leads to improved mental and physical health.

**Essential****Question(s):**

These questions are related to the enduring understandings and provide relevance for

EQ1: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ2: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

EQ3: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**Badminton**

*Concepts*

- Differences/similarities between badminton vs. other racquet sports
- Knowledge of basic skills, game rules, and scoring
- Basic offensive and defensive strategies
- Differences between singles vs. doubles play

*Unit Specific Vocabulary*

- Birdie/Shuttlecock
- Short-low/high-deep serve
- Forehand/backhand
- Clear
- Drop Shot
- Smash
- Rally Scoring

**Pickleball**

*Concepts*

- Differences/similarities between badminton vs. other racquet sports
- Knowledge of basic skills, game rules, and scoring
- Basic offensive and defensive strategies
- Differences between singles vs. doubles play

*Unit Specific Vocabulary*

- Forehand/backhand groundstroke
- Drop Shot
- Smash
- Volley
- Non-volley zone
- Double Bounce Rule
- Traditional (non-rally scoring)

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Badminton**

- Demonstrate proper form and technique for the basic skills of forehand/backhand, clear, drop shot, smash, and serves with an emphasis on using the wrist to execute the above shots (using the wrist to execute badminton shots is one of the main differences in badminton vs. other racquet sports)
- Compete in both singles and/or doubles matches while keeping accurate score and applying game specific rules (ex. Service lines, rally scoring)
- Apply the basic skills of forehand/backhand, clear, drop shot, smash, and serves to game play and use at appropriate times when play dictates (ex. Smash only when birdie “sits up” and body is in position to do so).
- Work cooperatively with a teammate during game play and employ strategies that might include “front/back” positioning and serving responsibilities.

**Pickleball**

- Demonstrate proper form and technique for the basic skills of forehand/backhand groundstroke, drop shot, smash, and volley with an emphasis on using the shoulder/full arm to execute the above shots (unlike badminton, the pickleball stroke is similar to tennis and comes from the shoulder).
- Compete in both singles and/or doubles matches while keeping accurate score and applying game specific rules (ex. Service lines, double bounce rule, non-volley zone, and traditional - non-rally scoring).
- Apply the basic skills of forehand/backhand, drop shot, smash, volley, and serves to game play and use at appropriate times when play dictates (ex. Use drop shot when opponent is deep and out of position).
- Work cooperatively with a teammate during game play and employ strategies that might include “front/back” positioning and serving responsibilities.

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

*Summative performance task:*

#### Run your Own Game

#### [Run your Own Game Rubric](#)

**Goal:** The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.

**Role:** Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

**Audience:** Our target audience is the teacher/fans.

**Situation:** The challenge involves dealing with the variety of student abilities in their own game independently.

**Product/Performance/Purpose:** They can create a game using the criteria from the rubric attached.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Badminton - badminton nets, badminton rackets, birdies/shuttlecocks

Pickleball- pickleball nets, pickleball rackets, and pickleballs

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

#### How students will be evaluated:

Teacher observation using Summative Performance Task Rubric (see above).

#### Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action
- Formal: is planned and systematically scheduled into the process.
- Self-Assessment Feedback

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Verbal check-ins

Skill rubric

## Stage 3: Instructional Design

Learning Target:

Success Criteria:

- *Learning Target: I can use the proper grip to execute forehands/backhands in badminton*

- *Students know they are successful when they are consistently hitting the birdie over the net and in bounds (students should hear the “whoosh” sound when striking the birdie to show they are using their wrist to execute the shots).*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- *Short demonstration on grip and where the badminton swing originates (swing comes from wrist).*
- *Rally back and forth in pairs using both forehands and backhands*

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- *Students are able to rally back and forth achieving a minimum of 10 consecutive hits before the birdie hits the ground (students will report out their best total score to the teacher at the end of the period).*

### Learning Target:

- *Learning Target: I can identify service lines on the badminton court and can successfully serve over the net in a variety of ways*

### Success Criteria:

- *Students know they are successful when they are serving the birdie diagonally over the net and in bounds.*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- *Short discussion on service lines on badminton court and demonstration of various serving techniques (forehand/backhand styles)*
- *Students serve diagonally back and forth to each other letting the birdie hit the ground (so student is provided feedback on whether the serve lands “in” or “out”). Students are encouraged to “experiment” with different styles (forehand/backhand - high vs. deep).*
- *Students play “hula hoop” game (hula hoops are placed in different areas of service box - students receive a point for each serve that lands inside the hula hoop).*

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- *Collect student scores from “hula hoop” game (higher numbers signify a higher level of performance and execution).*

### Learning Target:

- *I can apply the (badminton) rules of scoring to game play.*

### Success Criteria:

- *Students know they are successful when they are able to play a game of badminton while keeping accurate score and applying all game rules.*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- *Short discussion on 4 cardinal rules of scoring in badminton (odd court vs. even court, only switch sides with teammate when you win points on your serve, rally scoring, everyone will serve once before any person has the opportunity to serve a second time).*
- *Students will play a series of games working on “putting it all together” (all badminton skills plus the application of game rules and accurate scoring). Rotate teams every 7-10 minutes or so to have students work on starting new games.*

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- *Students report out scores at the end of each 7-10 minute game to ensure proper scoring is taking place.*
- *Informally observe and ask teams “What’s the score?” By doing this it is often easy to identify common scoring errors (ex. If the score is 7-7, the serve needs to take place from the left-hand side service box).*

### Learning Target:

- *I can implement basic skill and positioning strategies to games of badminton.*

### Success Criteria:

- *Students know they are successful when their strategies result in points for their team.*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- *Discuss basic skill and positioning strategies (ex. Mixing up shots/serves - try not to hit the same shot twice in a row. “Front / back” positioning vs. side / side which allows students to better cover the court space).*
- *Play games (all badminton skills plus the application of game rules and accurate scoring) applying different skill and positioning strategies*

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- *Exit Ticket Question: “Which skill or positioning strategy produced the most points for your team?” (suggestion: sticky notes - pink, yellow, blue - “front/back, mixing up shots/serves, not hitting same shot twice in a row.”*

### Learning Target:

*Learning Target: I can independently play games of badminton.*

### Success Criteria:

- *Students know they are successful when they can play an entire game of badminton independently applying all skills, rules, strategies, etc.*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- *Students will play and facilitate their own games of badminton. Students will play games of badminton to 11, 15, or 21. When they finish a game, they will facilitate their next match-up by communicating with another team.*

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- See Performance Task: [Run your Own Game Rubric](#)

### Learning Target:

- *Learning Target: I can use the proper grip to execute forehands/backhands in pickleball.*

### Success Criteria:

- *Students know they are successful when they are consistently hitting the ball over the net and in bounds (students should focus on a “shaking hands” grip and swinging from the shoulder to execute shots).*

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- *Short demonstration on grip (ex. Proper grip is one where student “shakes hands” with the paddle) and where the pickleball swing originates (grip is firm and swing comes from the shoulder).*
- *Rally back and forth in pairs using both forehands and backhands.*

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- *Students are able to rally back and forth achieving a minimum of 10 consecutive hits before the ball hits the ground twice or goes out of play (students will report out their best total score to the teacher at the end of the period).*

### Learning Target:

- *Learning Target: I can identify service lines on the pickleball court and can successfully serve over the net and in bounds.*

### Success Criteria:

- *Students know they are successful when they are serving the ball diagonally over the net and in bounds.*

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- *Short discussion on service lines on pickleball court and demonstration of various serving techniques (straight underhand serve vs. drop serve where ball bounces prior to serving).*
- *Students serve diagonally back and forth to each other letting the ball hit the ground (so student is provided feedback on whether the serve lands “in” or “out”). Students are encouraged to “experiment” with different styles (straight underhand serve vs. drop serve where ball bounces prior to serving).*
- *Students play “hula hoop” game (hula hoops are placed in different areas of service box - students receive a point for each serve that lands inside the hula hoop).*

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- Collect student scores from “hula hoop” game ( higher numbers signify a higher level of performance and execution).

<b>Learning Target:</b>	
<ul style="list-style-type: none"> <li>• I can apply the (pickleball) rules of scoring to game play.</li> </ul>	<ul style="list-style-type: none"> <li>• Students know they are successful when they are able to play a game of pickleball while keeping accurate score and applying all game rules.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Short discussion on 4 cardinal rules of scoring in pickleball (odd court vs. even court, only switch sides with teammate when you win points on your serve, traditional (non-rally) scoring, aside from first rotation - both players serve before serve goes to other team).
- Short discussion on “Pickleball specific” rules - double-bounce rule and non-volley zone (“the kitchen”).
- Students will play a series of games working on “putting it all together” (all pickleball skills plus the application of game rules and accurate scoring). Rotate teams every 7-10 minutes or so to have students work on starting new games.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

- Students report out scores at the end of each 7-10 minute game to ensure proper scoring is taking place.
- Informally observe and ask teams “What’s the score?” By doing this it is often easy to identify common scoring errors (ex. If the score is 7-7, the serve needs to take place from the left-hand side service box).

<b>Learning Target:</b>	
<ul style="list-style-type: none"> <li>• I can implement basic skill and positioning strategies to games of pickleball.</li> </ul>	<ul style="list-style-type: none"> <li>• Students know they are successful when their strategies result in points for their team.</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Discuss basic skill and positioning strategies (ex. Mixing up shots/serves - try not to hit the same shot twice in a row. “Front / back” positioning vs. side / side which allows students to better cover the court space, hitting shots deep to take advantage of double-bounce rule).
- Play games (all pickleball skills plus the application of game rules and accurate scoring) applying different skill and positioning strategies.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

- Exit Ticket Question: “Which skill or positioning strategy produced the most points for your team?”

<b>Learning Target:</b>	
<p><i>Learning Target: I can independently play games of pickleball.</i></p>	<ul style="list-style-type: none"> <li>• <i>Students know they are successful when they can play an entire game of pickleball independently - applying all skills, rules, strategies, etc.</i></li> </ul>
<p><b>Learning Activities</b>          What is the actual instructional task that supports student learning in this lesson?          Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<ul style="list-style-type: none"> <li>• <i>Students will play and facilitate their own games of pickleball. Students will play games of pickleball to 11, 15, or 21. When they finish a game, they will facilitate their next match-up by communicating with another team.</i></li> </ul>	
<p><b>Assessments</b>          List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<ul style="list-style-type: none"> <li>• <b>See Performance Task: <a href="#">Run your Own Game Rubric</a></b></li> </ul>	

# PE I SHS GRADE 10



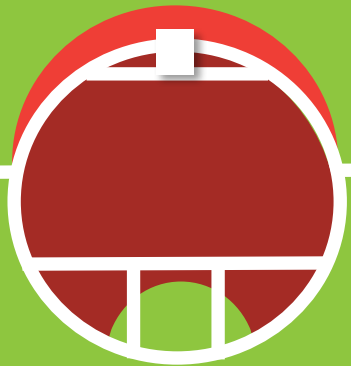
# UNIT 1: TEAM SPORTS

## Major Activities:

- ❖ Floor Hockey
- ❖ Volleyball
- ❖ Invasion Games (Team Handball, Ultimate Frisbee, Tchoukball)

## Unit Overview:

In this unit students will participate in a variety of team sports such as volleyball, floor hockey, and invasion games. Students will apply strategies and tactics that are specific to each team sport to be the most successful. Students will exhibit good sportsmanship and etiquette while participating in team sports.



# UNIT 1: TEAM SPORTS PERFORMANCE TASKS

## Team Sports & Invasion Games Summative Performance Task:

- ❖ The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.



## UNIT 2: WEIGHT TRAINING

### Major Activities:

- ❖ Weight Training
- ❖ Fitness Testing

### Unit Overview:

In this unit, students will learn a variety of weight training techniques, as well as weight room etiquette. Students will use free weights and machines to learn proper form of a variety of lifts. They will be able to identify and name muscles in the body and create fitness plans that target certain muscle groups. As a result, students will have the knowledge and skills that they can apply outside of school. Students will also be participating in CT Physical Fitness Testing in PE I.

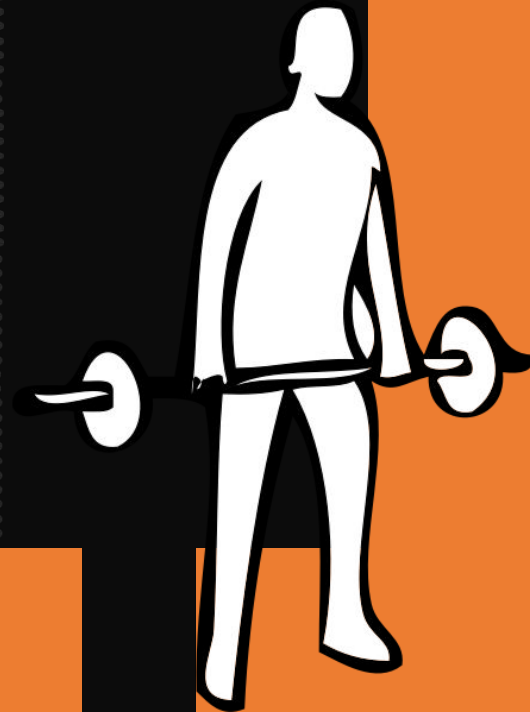




## UNIT 2: WEIGHT TRAINING PERFORMANCE TASK

### **Weight Training Summative Assessment:**

- ❖ The goal of this performance task is for students to create a personal resistance training program that will be performed during class.
- ❖ Students will apply safety and resistance training concepts within the class period that they are performing their personal training program.





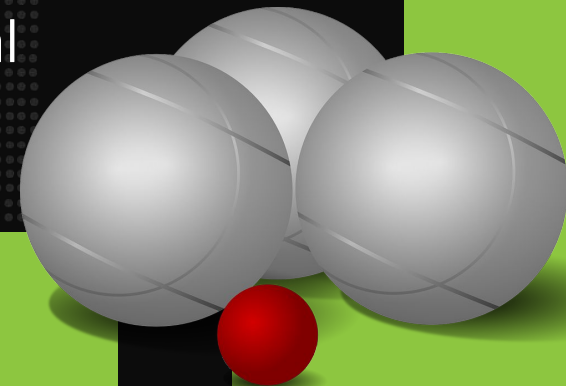
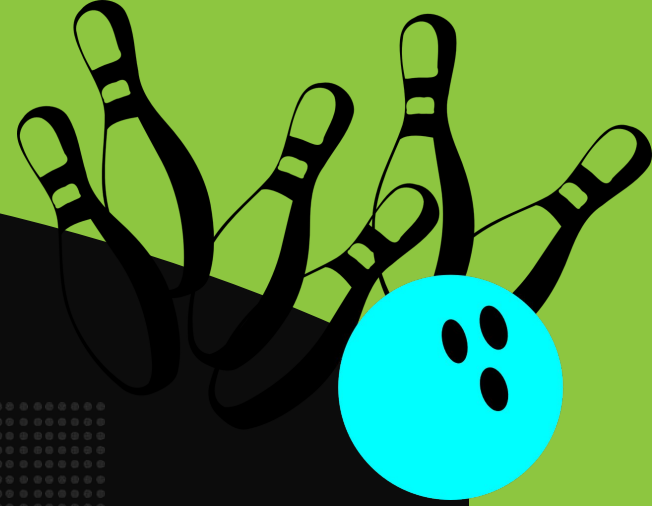
## UNIT 3: LIFETIME/RECREATIONAL ACTIVITIES

### Major Activities

- ❖ Bowling
- ❖ Backyard Games (Ladder Ball, Cornhole, Spike Ball, Kan Jam, Bocce)
- ❖ Disc Golf

### Unit Overview:

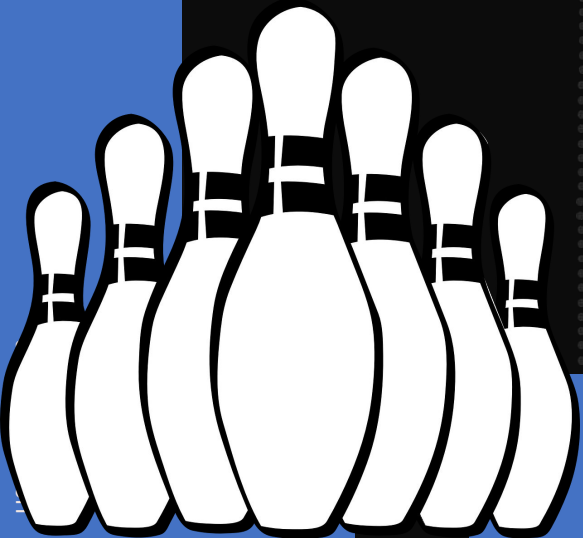
In this unit students will be participating in a variety of lifetime and recreational activities such as bowling and backyard games. Students will be able to recognize the importance of physical activity for enjoyment, as well as social interaction.



## UNIT 3: LIFETIME/RECREATIONAL ACTIVITIES PERFORMANCE TASKS

### **Bowling and Backyard Games:**

The goal of this performance task is for students to employ various strategies throughout game play while correctly applying rules, accurately scoring, and demonstrating proper skill techniques.



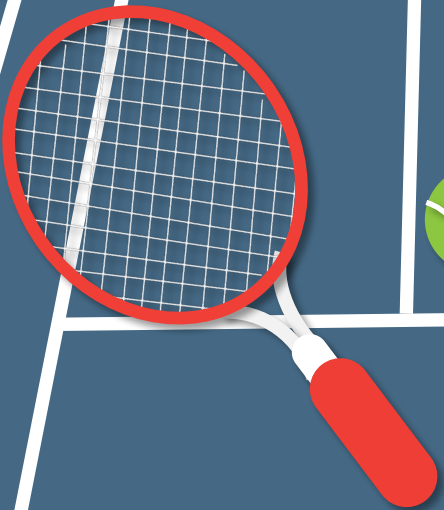
# UNIT 4: RACQUET SPORTS

## Major Activities:

- ❖ Badminton
- ❖ Pickleball

## Unit Overview:

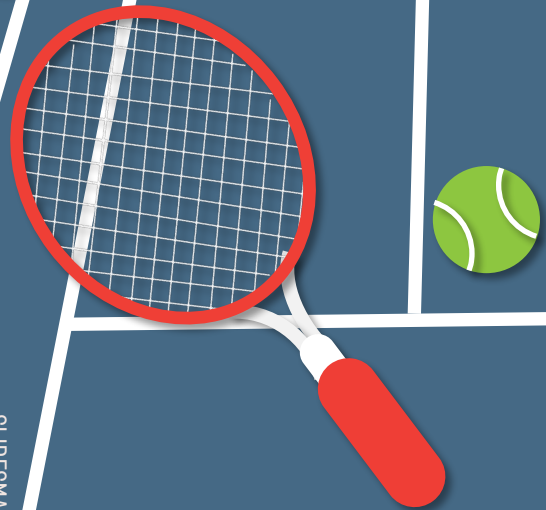
- ❖ In this unit, students will be participating in a variety of racquet sports, such as badminton and pickleball. Students will learn how to perform the forehand and backhand strikes, along with other skills specific to each activity. Students will learn how to keep score properly, as well as participate in tournament style game-play.,



## UNIT 4: RACQUET SPORTS PERFORMANCE TASK

### **Racquet Sports Summative Assessment:**

- ❖ The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently.



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 9 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS Physical Education II Course - Second Reading

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS Physical Education II Course.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the SHS Physical Education II Course as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

## CT Health/PE Framework

Unit Overview	
Unit Title:	Unit 1: Racquet Sports 2
Teacher:	SHS PE Department
Grade Level/Course:	PE II, Grade 12
Length/Dates:	4 classes per activity
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	A pretest for racquet skills will be conducted prior to implementation of the unit. In this unit, the 3 Racquet Sports that will be instructed are Tennis, Badminton and Pickleball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary in a game. Students will demonstrate strategies and tactics and apply to tournament play.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

#### Priority Standards:

**S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).**

**S2.H3.L2 Demonstrates the ability to identify the stages of learning a motor skill.**

**S2.H5.L1 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.**

#### Daily Rubric:

S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.

S4.H4.L2 Demonstrates the ability to accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

## Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Physical Education Academic Learning Standards

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### **Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

### **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### **Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

## Enduring

### **Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

- EU 1: When I effectively execute learned movements, I will successfully utilize the basic skills needed to perform skills both inside and outside of school.
- EU 2: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.
- EU 3A: I will enhance my communication and collaboration skills to create a safe and equitable environment.
- EQ 3B: Etiquette learned through activity involves playing by the rules, being respectful and collaborating effectively of the activity/game/sport.

## Essential

### **Question(s):**

These questions are related to the enduring understandings and

- EQ 1: How does effective and appropriate movement affect my wellness and participation in physical activity?
- EQ 2: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

provide relevance for the learning in the unit.

- EQ 3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

**Tennis**

*Concepts*

- Doubles vs. Singles
- Court Management
- Scoring
- Rules

*Skills*

- Forehand
- Backhand
- Serving

*Vocabulary*

- Forehand:

The tennis forehand is **a stroke in which the inner side of the palm of the dominant hand that is holding the racket faces forward.**

Essentially, the tennis forehand is made by swinging the racket across one's body in the direction of where one wants to land the ball.

- Backhand:

The backhand is **a tennis shot in which one swings the racket around one's body with the back of the hand preceding the palm.** Except in the phrase backhand volley, the term refers to a groundstroke (that is, one in which the ball has bounced before it is struck).

- Scoring terms:  
0 points= Love.  
1 point = 15.  
2 points= 30.  
3 points= 40.  
Tied score= All.  
40-40 = Deuce.  
Server wins deuce point = Ad-In.  
Receiver wins deuce point = Ad-Out.

- Baseline:

**Tennis**

Successfully be able to play a game of tennis using the correct concepts/strategies

Demonstrate proper technique during drills/stations/gameplay/tournaments

Define and apply unit vocabulary in context of drills/stations/gameplay/tournaments

The line at the back of the court that runs parallel to the net.

- Service Box:

The two boxes on either side of the net. A server must serve from one side of the court into the service box diagonally opposite them.

- Volley:

A stroke where a player hits the ball back over the net (using a forehand or backhand) before the ball bounces on their side of the court.

## Pickleball

### Concepts

- Scoring
- Rules
- Court Management
- Serving sequence
- Rotation

### Skills

- Hitting/striking
- Forehand/Backhand
- Serving

### Vocabulary

- Volley:

A volley is hit in the air, during a rally, before the ball has hit the ground.

- Rally:

Rally is continuous play that occurs after the serve and before a fault.

- Kitchen:

On the pickleball court, one of the main areas is the non-volley zone. This area lies **between the net and the non-volley line**. This non-volley zone is referred to as the 'kitchen'.

- Fault:

any action that stops play because of a rule violation.

- Let:

A let serve **occurs when the serve hits the net and still lands in the correct service court**. If this occurs, the serve is considered to be a good serve and play continues.

## Pickleball

Successfully be able to play a game of tennis using the correct concepts/strategies

Demonstrate proper technique during drills/stations/gameplay/tournaments

Define and apply unit vocabulary in context of drills/stations/gameplay/tournaments

<p><b>Badminton</b> <i>Concepts</i></p> <ul style="list-style-type: none"> <li>• Differences/similarities between badminton vs. other racquet sports</li> <li>• Knowledge of basic skills, game rules, and scoring</li> <li>• Basic offensive and defensive strategies</li> <li>• Differences between singles vs. doubles play</li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> <li>• Serving</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Birdie/Shuttlecock</li> <li>• Short-low/high-deep serve</li> <li>• Forehand/backhand</li> <li>• Clear</li> <li>• Drop Shot</li> <li>• Smash</li> <li>• Rally Scoring</li> </ul>	<p><b>Badminton</b></p> <p>Successfully be able to play a game of tennis using the correct concepts/strategies</p> <p>Demonstrate proper technique during drills/stations/gameplay/tournaments</p> <p>Define and apply unit vocabulary in context of drills/stations/gameplay/tournaments</p>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

Summative Performance Task: Run your own game/tournament

#### Racquet Sports Performance Task

**Goal:** The goal of this performance task is for students to participate in and run their own tournament. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game/tournament.

**Role:** Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

**Audience:** Our target audience is the teacher/fans.

**Situation:** The challenge involves dealing with the variety of student abilities in their own game independently.

**Product/Performance/Purpose:** They can create a game using the criteria from the rubric attached.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Projector and speaker  
 Tennis- tennis balls, tennis rackets and training aids  
 Badminton- nets, racquets, birdies  
 Pickleball- pickleball nets, pickleball rackets, and pickleballs

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

**How students will be evaluated:**

Teacher observation using the summative performance task rubric.

**Feedback will be provided to the student in the following ways:**

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action
- Formal: is planned and systematically scheduled into the process.
- Self Assessment Feedback

**Other Evidence**

**Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Verbal check-ins  
 Skill Rubric

[Tennis Summative Assessment](#) , [Badminton Serve Skills Assessment](#)

**Stage 3: Instructional Design**

Design EACH activity for the unit.

Learning Target:	Success Criteria:
<p><i>Badminton:</i>            Block 1: I will learn the proper techniques of forehand, backhand and serving in badminton.</p>	<p><i>Badminton:</i>            Block 1: Students will be able to execute the forehand/backhand and serve during game play. Students will know they are successful by being able to serve over the net properly and return the birdie using both forehand and backhand.</p>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Warm up: dynamic warm up utilizing all four components of fitness
- Teach Models-Students will review skills learned for badminton in PE 1 (forehand, backhand and serve)
- With partner students will execute all the specific techniques and practice the skills (forehand, backhand and serve using during game play)
- Game Play-partners

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Students will demonstrate each of the shots (forehand, backhand, serve) a total of 10 times and peer assess with their partner. Their partner will report to the teacher the total number of times they were successful.

### [Daily Performance Rubric](#)

### [Badminton Serve Skills Assessment](#)

Learning Target:	Success Criteria:
Badminton: Block 2: I will learn proper scoring for game and tournament play in badminton.  I can learn how to create a tournament bracket for badminton.	Block 2: Students will play a game of badminton using the proper rules of scoring in badminton.  Students will organize a tournament for the class in badminton.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Warm up: dynamic warm up utilizing all four components of fitness
- skill work demonstrating proper skills to play a game of badminton
- Teacher demonstrates how to keep score in badminton
- Play games of badminton while keeping score
- Teacher models how to create a tournament
- Work with team to organize a tournament

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Students will play games of badminton and keep score. Scores will be reported to the teacher  
Students will submit tournament brackets

### [Daily Performance Rubric](#)

Learning Target:	Success Criteria:
Badminton: Block 3&4: I can successfully run a tournament using all the skills I have learned.	Block 3 &4: Students will organize and play a student run tournament

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

Warm up: dynamic warm up utilizing all four components of fitness skill work demonstrating proper skills to play a game of badminton  
 Tournament play  
 Students will run and organize the tournament  
 Block 4: student self assessment

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

### [Daily Performance Rubric](#)

#### Racquet Sports Performance Task

Learning Target:	Success Criteria:
<i>Pickleball:</i> Block 1: I will learn the proper technique of forehand, backhand and serving in pickleball.	Block 1: Students will be able to execute the forehand/backhand and serve during game play. Students will know they are successful by being able to serve over the net properly and return the birdie using both forehand and backhand.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

- Warm up: dynamic warm up utilizing all four components of fitness
- Teach Models-Students will review skills learned for badminton in PE 1 (forehand, backhand and serve)
- With partner students will execute all the specific techniques and practice the skills (forehand, backhand and serve using during game play)
- Game Play-partners

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

Students will demonstrate each of the shots (forehand, backhand, serve) a total of 10 times and peer assess with their partner. Their partner will report to the teacher the total number of times they were successful.

[Daily Performance Rubric](#)

Learning Target:	Success Criteria:
Pickleball: Block 2: I will learn proper scoring for game and tournament play in pickleball.  I can learn how to create a tournament bracket for pickleball.	Block 2: Students will play a game of pickleball using the proper rules of scoring in pickleball.  Students will organize a tournament for the class in pickleball.

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

- Warm up: dynamic warm up utilizing all four components of fitness
- skill work demonstrating proper skills to play a game of pickleball
- Teacher demonstrates how to keep score in pickleball
- Play games of pickleball while keeping score
- Teacher models how to create a tournament
- Work with team to organize a tournament

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

Students will play games of pickleball and keep score. Scores will be reported to the teacher  
 Students will submit tournament brackets

[Daily Performance Rubric](#)

Learning Target:	Success Criteria:
Pickleball: Block 3&4: I can successfully run a tournament using all the skills I have learned.	Block 3 &4: Students will organize and play a student run tournament

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

- Warm up: dynamic warm up utilizing all four components of fitness
- Individual skill work demonstrating proper skills to play a game of pickleball
- Tournament play
- Students will run and organize the tournament

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

## [Daily Performance Rubric](#)

### Racquet Sports Performance Task

#### Learning Target:

Tennis:  
Block 1: I will learn the proper technique of forehand, backhand and serving in tennis.

#### Success Criteria:

*Tennis:*  
Block 1: Students will be able to execute the forehand/backhand and serve during game play. Students will know they are successful by being able to serve over the net properly and return the birdie using both forehand and backhand.

#### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Warm up: dynamic warm up utilizing all four components of fitness  
Individual skill work demonstrating proper skills to play a game of tennis  
With partner students will execute all the specific techniques (forehand, backhand and serve using during game play)

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

## [Daily Performance Rubric](#)

Students will demonstrate each of the shots (forehand, backhand, serve) a total of 10 times and peer assess with their partner. Their partner will report to the teacher the total number of times they were successful.

#### Learning Target:

Tennis:  
Block 2: I will learn proper scoring for game and tournament play in tennis.  
  
I can learn how to create a tournament bracket for tennis.

#### Success Criteria:

*Tennis:*  
Block 2: Students will play a game of tennis using the proper rules of scoring in tennis.  
  
Students will organize a tournament for the class in tennis.

#### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Warm up: dynamic warm up utilizing all four components of fitness

Individual skill work demonstrating proper skills to play a game of tennis

Play games of tennis while keeping score

Work with team to organize a tournament

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### [Daily Performance Rubric](#)

Students will play tennis games and keep score. Scores will be reported to the teacher

**Students will submit tournament brackets**

[Tennis Summative Assessment](#)

### Learning Target:

Tennis:  
Block 3&4: I can successfully run a tournament using all the skills I have learned.

### Success Criteria:

Block 3 &4: Students will organize and play a student run tournament

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Warm up: dynamic warm up utilizing all four components of fitness

Individual skill work demonstrating proper skills to play a game of tennis

Tournament play

Students will run and organize the tournament

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### [Daily Performance Rubric](#)

 **Racquet Sports Performance Task**

### Resources

Any materials and resources related to Stage 3 learning activities.

## CT Health/PE Framework 4 classes per unit = 8 classes

Unit Overview	
Unit Title:	Unit 2: Recreational/Lifetime Activities
Teacher:	SHS PE Department
Grade Level/Course:	PE II, Grade 12
Length/Dates:	4 classes per activity
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will be exposed to a variety of physical activities and develop an appreciation of a self selected physical activity that meets the need for self-expression and enjoyment. In this unit, the activities that will be practiced are golf, country line dance, and a choice of other forms of dance.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
Priority Standards:
<b>S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).</b>
<b>S2.H4.L1 Demonstrates the ability to identify examples of social and technical dance forms.</b>
Daily Rubric:
S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.
S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.
S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups
S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)
Supporting Standards:
S5.H4.L1 Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance. These are considerations. <b>S2.H4.L1</b>
S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to

participate in a self-selected physical activity. **S2.H4.L1**

S5.H3.L1 Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment. **S2.H4.L1**

### Other Goal(s)

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

### Transfer Goals (Vision of the Graduate)

**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

### Enduring Understanding(s):

EU 1: When I effectively execute learned movements, I will successfully utilize the basic skills needed to perform skills both inside and outside of school.

EU 2: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.

EU 3: I will enhance my communication and collaboration skills to create a safe and equitable environment.

### Essential Question(s):

EQ 1: How does effective and appropriate movement affect my wellness and participation in physical activity?

EQ 2: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ 3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

## What will students know...

### Golf

#### Concepts:

- Understand how the ball gets into the air.
- Know the types/differences of clubs.
- Short game priority order.
- Know what equipment you need.
- Distance control in putting
- Learn rules and etiquette

#### Skills:

- Mastering the grip
- Stance
- Swing playing with strategy
- Drive
- Approach
- Chipping putting
- Game play

#### Vocabulary:

- **Birdie:** a score of one under par / to play a hole with a score of one under par
- **Bunker:** a hollow are of ground filled with sand (a hazard in golf)
- **Drive:** to hit a golf ball hard so it travels a long way
- **Eagle:** a score of two under par / to play a hole with a score of two under par
- **Fairway:** the area with short grass between the tee and the green on a golf course
- **Fore:** interjection – a warning shouted to warn people that a golf ball is approaching them
- **Green:** a flat area of grass surrounding the hole on a golf course
- **Hole in one:** a shot from the tee that goes into the hole with just one hit
- **Par:** the expected score a good golfer should get when hitting the golf ball into the hole (or holes) on a golf course / to play a hole with a score of par
- **Putt:** a gentle hit of a golf ball across the green or short grass towards or into the hole / to gently hit a golf ball across the green or short grass towards or into the hole
- **Rough:** an area of a golf course with long grass
- **Tee:** a small stick that holds the golf ball so you can hit it easily – or the place where you hit the first golf ball on a hole

### Line Dance

#### Concepts:

## What will students be able to do...

- The difference between Irons and Wood.
- Successfully execute the basic fundamentals during drills/practices/competitions.
  
- Applying the 3 types of grips (overlapping, interlocking, 10-finger grip)
- Stance
- Approach.
- Be able to hit a golf ball
- Execute proper swing when hitting a golf ball
- Placement of the ball on a tee
- Body posture when hitting a ball
  
- Define and apply unit vocabulary throughout golf practice/game play.

- Action content - travel, turn, elevation, gesture, stillness, floor work, transfer of weight.
- Dynamic content - fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.
- Spatial awareness - pathways, levels, directions, patterns.
- Timing
- Rhythmic Movement
- Movement with style and an accurate way.

**Vocabulary:**

- **BALL CHANGE:** A quick rock step using the ball of the foot using an “&” count.
- **BRUSH:** The free leg moves forward or backward letting the ball of the foot make contact with the floor. There is not a weight change!
- **CLOCKWISE:** Right turn also called a “Natural” turn.
- **COUNTERCLOCKWISE:** Left turn is also called a “Reverse” turn.
- **FOOTWORK:** This refers to the part of the foot that touches the floor first.
- **GRAPEVINE:** A side step, cross behind, step side - usually finished off with either a touch, stomp, kick, or hitch as you bring your feet together.
- **HOP:** A jump on one foot
- **KICK:** A lifting of the leg off the floor and moving forward or backward. Can be done using a straight leg or using a bend of the knee
- **PIVOT:** A turn that travels .
- **ROCK:** An exchange of weight from one foot to the other. Can be danced in any foot position. Usually a rock step in a dance will signal a change of direction.
- **SCUFF:** The heel is used instead of the toe to drag across ground. (only done forward or to the side).
- **SLIDE:** Smoothly moving left and right
- **STEP:** Placing the foot on the floor with weight.
- **STOMP:** Placing the foot on the floor forcefully enough to make an audible sound. Can be done with or without a weight change.
- **TAP:** This is placing the foot on the floor without weight. Generally the toe is the part of the foot that makes contact with the floor.
- **TRIPLE STEP:** This is 3 steps that take only 2 beats of music. Can be danced in place, side to side, or forward and back.

- Execute each dance step when performing/practicing a style of dance
  - Apply dynamic dance concepts (speed & tempo) to music (fast/slow)
  - Be aware of available space when executing a dance
  - Apply dance steps to the proper rhythm of the music
- 
- Define and apply unit vocabulary throughout each country line dance.

<ul style="list-style-type: none"> <li>● <b>WEIGHT CHANGE:</b> To move from one foot to the other.</li> </ul> <p><b>Dance Choice</b></p> <ul style="list-style-type: none"> <li>● Variety of cultural/modern dance styles <ul style="list-style-type: none"> <li>○ Ballet</li> <li>○ Ballroom</li> <li>○ Contemporary</li> <li>○ Hip-hop</li> <li>○ Jazz</li> <li>○ Tap</li> <li>○ Irish dance</li> <li>○ Folk</li> <li>○ Lyrical</li> <li>○ Freestyle</li> <li>○ Breakdance</li> <li>○ Fusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Research, practice, perform and teach a variety of dance</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

*Summative Performance Task:*

#### **Create A Dance**

[Create a Dance: Peer Reflection Rubric](#)

#### Performance Task

##### ❖ **Goal**

The goal for students is to demonstrate their knowledge, skills, strategies learned in the Country Line Dance unit to create their own dance.

##### ❖ **Role**

A country line dance instructor at Cadillac Ranch.

##### ❖ **Audience**

Our target audience is the teacher/instructor.

##### ❖ **Situation**

Challenge students to create and implement a line dance and present it to the class.

##### ❖ **Product/Performance/Purpose**

Students are given guidelines to create a dance, perform the dance, and be assessed on the dance.

#### **Standards and Criteria for Success**

Students will meet or exceed the criteria of the performance task.

#### Resources

Projector and speaker

#### Evaluative Criteria

##### **How students will be evaluated:**

Pre/Post assessment, daily rubric, skills assessment/rubrics

**Feedback will be provided to the student in the following ways:**

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action
- Formal: is planned and systematically scheduled into the process.
- Self Assessment Feedback

**Stage 3: Instructional Design**

Learning Target:	Success Criteria:
<p><b>Country Line Dance</b> Block 1: I will learn the basic steps of Western Slide, Elvira. (ie. Slide, kick)</p>	<p>Block 1: I can successfully utilize the basic steps learned and perform the Western Slide, Elvira.</p>

Learning Activities
<p>Block 1:</p> <ul style="list-style-type: none"> <li>● Students line-up for proper spacing</li> <li>● Teacher models each step and students try/practice. (slide, scuff, triple step)</li> <li>● Students put all the steps together and perform the dance</li> <li>● Administer exit ticket</li> </ul>

**Assessments**

- [Daily Performance Rubric \(teacher observation\)](#)
- Parking lot poster
  - Each student is given 1 sticky notes that they place in the chart paper as an exit ticket

Rate your level of Comfort for executing the Western Slide (1-4 scale)	
1 (I am not comfortable yet)	2 (I am comfortable with some steps but need more practice on others)
3 (I am comfortable to perform the Western Slide)	4 (I am comfortable to perform the Western Slide and can teach it to a peer)

Learning Target:	Success Criteria:
<p><b>Country Line Dance</b> Block 2: I will learn the intermediate steps of the Boot Scootin Boogie Cowboy Charleston. I.e. Grapevine, hop, skip.</p>	<p>Block 2: I can successfully utilize the intermediate steps learned and perform the Boot Scootin Boogie, Cowboy Charleston.</p>
Learning Activities	
<p>Block 2:</p> <ul style="list-style-type: none"> <li>● Students line-up for proper spacing</li> </ul>	

- Teacher models each step and students try/practice. (slide, scuff, triple step)
- Students put all the steps together and perform the dance.
- Administer peer assessment

### Assessments

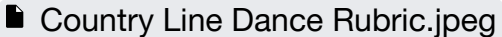
[Daily Performance Rubric \(teacher observation\)](#)  
[Line Dance Peer Assessment](#)

Learning Target:	Success Criteria:
<b>Country Line Dance</b> Block 3: I will learn the Advanced steps of the Mister Mom, Watermelon Crawl, Batter up. I.e.Grapevine, hop, skip.	Block 3: I can successfully utilize the Advanced steps learned and perform the Mister Mom, Watermelon Crawl, Batter Up.

### Learning Activities

- Block 3:
- Students line-up for proper spacing
  - Teacher models each step and students try/practice. (slide, scuff, triple step)
  - Students put all the steps together and perform the dance.

### Assessments

[Daily Performance Rubric \(teacher observation\)](#)  
 **(Teacher observation)**

Learning Target:	Success Criteria:
<b>Country Line Dance</b> Block 3: I will create a dance that uses all dance steps. Some examples are grapevine, kick, hop.	Block 3: I can successfully create a dance which incorporates dance steps learned in the line dance unit and teach it to the class.

### Learning Activities

- Use the rubric provided to create a line dance.
- Students plan/put all the steps together and practice the dance.
- Students will perform the dance and teach it to the class.

### Assessments

[Daily Performance Rubric \(teacher observation\)](#)  
[Culminating Line Dance Assessment](#)

Golf Unit:

Learning Target:	Success Criteria:

<p><b>Golf</b>          Block 1: I will learn the parts of the golf club.          I will learn the 3 types of grips (overlapping, interlocking, 10-finger grip)          I will learn the difference between Irons and Woods.          Define and apply unit vocabulary throughout golf practice/game play.          I will learn the rules of golf.          I will learn how to Place the ball on a tee.          I will learn the appropriate golf stance.          I will learn proper golf etiquette.</p>	<p>Block 1: I can name the parts of the golf club and explain their importance.          I can apply the three types of grips and decide which is most comfortable for use.          I can explain the difference between an iron and a wood and how to use them.          I can apply unit vocabulary throughout the golf unit.          I can apply the rules of golf to a match.          I can stand correctly when hitting a golf ball.          I can apply proper golf etiquette into a golf match.</p>
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**Learning Activities**

<p>Block 1:</p> <ul style="list-style-type: none"> <li>• Teacher models each skill and students try/practice.</li> <li>• Use the rubric provided to assess each skill.</li> </ul>
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**Assessments**

<p><a href="#">Daily Performance Rubric (teacher observation)</a>  <a href="#">Etiquette Assessment</a> <a href="#">Golf Skill Assessment</a></p>
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Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>• I will learn how to execute proper swing when hitting a golf ball</li> <li>• I will body posture when hitting a ball</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a proper golf swing when hitting a golf ball.</li> <li>• I can execute appropriate body posture when hitting a golf ball.</li> </ul>

**Learning Activities**

<p>Teacher models each skill and students try/practice.          Use the rubric provided to assess each skill.</p>
--

**Assessments**

<p><a href="#">Daily Performance Rubric (teacher observation)</a>  <a href="#">Golf Swing Rubric</a></p>
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Learning Target:	Success Criteria:
<p><b>Golf</b>          Block 2: I will learn how to putt a golf ball.          I will learn how to chip a golf ball.</p>	<p>Block 2: I can putt the ball successfully into a hole from varying distances.          I can chip the ball into a chipping net at varying distances.</p>


**Learning Activities**

<p>Block 2:</p> <ul style="list-style-type: none"> <li>• Teacher models each skill and students try/practice.</li> </ul>
--

- Use the rubric provided to assess each skill.

## Assessments

[Daily Performance Rubric \(teacher observation\)](#)

 [Putting/Chipping Student Assessment](#)

### Learning Target:

**Golf**  
Block 3: I will learn how to use the basic fundamentals to participate in golf drills/practices/competitions.

### Success Criteria:

Block 3: Successfully execute the basic fundamentals during drills/practices/competitions.

## Learning Activities

Block 3:

- Teacher models each skill and students try/practice.
- Use the rubric provided to assess each skill.

## Assessments

[Daily Performance Rubric \(teacher observation\)](#)

[Golf Summative Assessment](#)

## Resources

Golf- golf clubs, golf balls, tees, chipping nets, hula-hoops, and putting greens

## CT Health/PE Framework

Unit Overview	
Unit Title:	Unit 3: Fitness Concepts
Teacher:	SHS PE Department
Grade Level/Course:	PE II, Grade 12
Length/Dates:	4 classes per activity
Unit Summary:	Students will take a pre-assessment identifying and labeling our basic muscle anatomy, understand the 4 components of fitness and connect them to the physical fitness assessment to improve their performance understand the importance of safety and etiquette when participating in the weight room, create and apply a personal fitness program and identify how to find their THR and RHR to adjust their workout routine, and use proper form when performing exercises.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
<b>Priority Standards:</b>
<b>S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).</b>
<b>S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights.</b>
<b>S3.H11.L2 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</b>
<b>S3.H12.L2 Demonstrates the ability to analyze the components of skill related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.</b>
<b>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan</b>
S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.
S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
S4.H3.L2 Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3. L2)
S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or

dance settings, both as an individual and in groups.

**Supporting Standards:**

S3.H6 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. (S3.H6.L1)

S3.H9.L1 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

**Other Goal(s)**

Physical Education Academic Learning Standards

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Transfer Goals (Vision of the Graduate)**

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Enduring Understanding(s):**

EU 1: When I effectively execute learned movements, I will successfully utilize the basic skills needed to perform skills both inside and outside of school.

EU 2: When I improve/practice each component of fitness, my overall health (including mental and physical) improves as well.

EU 3: I will enhance my communication and collaboration skills to create a safe and equitable environment.

**Essential  
Question(s):**

EQ1: How does effective and appropriate movement affect my wellness and participation in physical activity?

EQ2: How does each component of fitness impact the overall health of a person?

EQ3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

**What will students know...**

***Weight training, cardio concepts/activities***

- Basic muscle anatomy
  - *Trapezius*
  - *Deltoid*
  - *Biceps*
  - *Triceps*
  - *Pectorals*
  - *Latissimus Dorsi*
  - *Abdominals*
  - *Quadriceps*
  - *Hamstrings*
  - *Gluteus Maximus*
  - *Gastrocnemius*
- Weight room etiquette/safety
- 4 Components of Fitness
  - Flexibility
  - Muscular Strength
  - Muscular Endurance
  - Cardiovascular Endurance
- How to calculate/find resting heart rate (RHR) and target heart rate (THR)
  - $RHR = \text{heartbeats per 30 seconds} \times 2$
  - $THR = (HRR \times \% \text{ intensity}) + RHR$
- Know proper form when executing an exercise (full range of motion, controlled, slow movements, etc)

**What will students be able to do...**

- Name and identify the major muscles in the human body using a diagram of the muscular system.
- Label and identify muscle anatomy vocabulary
- Execute proper weight room etiquette/safety in order to keep themselves safe and responsible
  - Warm up muscles to avoid injury
  - Dress properly for the exercise
  - Use sanitation techniques
- Connect and understand the health benefits of each fitness component to the elements of their individualized fitness plan
  - Flexibility, Muscular Strength, Muscular Endurance, Cardiovascular Endurance
- Find their own RHR/THR using the calculation
- Use proper form when lifting/exercising
- Perform the appropriate exercise for the muscle being targeted

- Matching targeted muscles with appropriate exercises
- The difference between Sets/Reps
- How to create a fitness plan including elements of an effective fitness plan (FITT Principle)

Unit Vocabulary (define):

- **Target Heart Rate (THR):** a percentage (usually between 50 percent and 85 percent) of your maximum safe heart rate
- **Resting Heart Rate (RHR):** the number of times your heart beats per minute while you're at rest
- **Components of Fitness:** (see below)
- **Cardiovascular Endurance:** maintaining an increased heart rate and breathing rate for a longer period of time
- **Muscular Endurance:** the ability of a muscle to repeatedly exert force against resistance
- **Flexibility:** the ability of a joint or a group of joints and muscles to effectively move through an unrestricted and pain-free range of motion
- **Muscular Strength:** the amount of force a muscle can produce with a single maximal effort

- Complete a workout plan incorporating the four fitness components to each exercise
  - Incorporate the FITT Principle
    - Frequency, Intensity, Time & Type of exercise)
- Perform/execute their fitness plan in the weight room
- Define and apply unit vocabulary in context

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

##### Summative Performance Task

###### ❖ Goal

The goal is for the students to create and implement an individualized workout plan that will allow them to track their workouts in an attempt to reach their personal fitness goal.

###### ❖ Role

Your job is to know and understand how to create an individualized plan in an attempt to improve their overall health that will allow them to reach their personal fitness goal.

###### ❖ Audience

Our target audience is our PE II students

###### ❖ Situation

The challenge involves dealing with the variety of student abilities and differentiating instruction

###### ❖ Product/Performance/Purpose

You need to develop an understanding of the human muscle anatomy, FITT principle, RHR & THR, and components of fitness that will be incorporated into their individualized fitness plan.

❖ **Standards and Criteria for Success**

Our product must meet the following standards: An individualized fitness plan that incorporates individualized fitness SMART goal, FITT Principle, Muscle Anatomy, Components of Fitness, RHR/THR that students will implement both in class and at home in an attempt to reach their personal goal(s).

**Resources**

Projector and speaker

Access to the weight room (dumbbells, barbells, weight machines, resistance bands, cardio equipment, wipes, and disinfectant spray)

Pencils/Paper

Chromebook (as needed)

**Evaluative Criteria**

**How students will be evaluated:**

[Individualized Fitness Plan](#) (V1), [Individualized Fitness Plan](#) (V2), [Individualized Fitness Plan Rubric](#)

**Feedback will be provided to the student in the following ways:**

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action
- Formal: is planned and systematically scheduled into the process.
- Self Assessment Feedback

**Other Evidence**

**Assessment Evidence**

[How to Find RHR/THR](#), [Muscles Anatomy Quiz](#), [Muscles Word Bank](#), [SMART Goal Writing](#), [SMART Goal Rubric](#), [FITT Principle Template](#), [4 Components of Fitness](#)

**Stage 3: Instructional Design**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"><li>● I will understand proper weight room etiquette and apply safety measures when exercising</li><li>● I will effectively execute previously learned movements regarding proper lifting form.</li></ul>	<ul style="list-style-type: none"><li>● Students will need to recall and apply previously learned weight lifting safety/etiquette and proper lifting form.</li><li>● Students will perform movements safely and properly.</li></ul>

**Learning Activities**

Teacher reviews etiquette and safety [Weight Room Etiquette](#)

Teacher reviews weight room stations and proper use of equipment as well as form when performing an exercise.

Students will begin performing various exercises with a partner to re-familiarize themselves.

### Assessments

[Daily PE Rubric](#)

#### Learning Target:

- I will understand the FITT Principle and how to incorporate it into my individualized fitness plan.
- I will understand what the 4 components of fitness are and why they are important when creating a fitness plan.
- I will learn about exercises that target the four components of fitness.
- I will connect my workouts to each of the 4 components of fitness
- I will identify the muscles that I want to be targeted for my fitness plan.
- I will use proper form when performing exercises.

#### Success Criteria:

- Students will understand the significance of the FITT Principle and a proper/safe workout routine.
- Students will be able to name which exercises target which component of fitness.
- Students will choose exercises that focus on one area of fitness they would like to improve on.
- Students will be able to identify/name the muscles they would like to focus their workouts on.
- Students will use proper form when exercising.
- Students will use a muscle diagram to select and label the areas they want to improve on.

#### Learning Activities

- Teacher will instruct students to begin to analyze which area of fitness they would like to improve on.
- Teacher will review the 4 components of fitness so students can focus on which component they would like to improve on.
- Teacher will instruct students on the FITT Principle and how to incorporate it into their daily workout routine.
- Student will identify which muscles/areas of the body they would like to target for their individualized fitness plan.
- Students will use proper form when performing exercises.

[Individualized Fitness Plan Template](#)

[4 Components of Fitness](#)

[FITT Principle Example](#)

### Assessments

[Daily PE Rubric](#)

#### Learning Target:

#### Success Criteria:

- I will learn what a SMART goal is and how to write one.
- I will draft out a SMART goal that will focus on the area of my body that I would like to improve on.
- I will choose which component of fitness would help me achieve my SMART goal and choose exercises that will target that area.
- I will begin to perform exercises related to my SMART goal.

- Students will begin drafting their SMART fitness goal(s) and some various workouts, including elements of the FITT Principle
- Students will write down their drafted SMART goal on their individualized fitness program packet.
- Students will perform at least one exercise that targets each of the 4 fitness components.

### Learning Activities

- Students will decide which area of fitness they would like to target/improve.
- Teacher will introduce how to write a SMART goal in relation to student's personal fitness goal.
- Teacher will have students draft out their SMART goal in relation to the fitness goal they plan to achieve during this unit.
- Students will begin performing various exercises that they think will target various muscles specific to their personal fitness goal. (*connected to 4 component of fitness*)

### [4 Components of Fitness](#)

#### [SMART Goal Rubric](#)

#### [SMART Goal Writing](#)

#### [Muscles Word Bank](#)

#### [Muscle Chart](#)

### Assessments

#### [Daily PE Rubric](#)

#### [Individualized Fitness Plan Template](#)

#### [FITT Principle Template](#)

#### [SMART Goal Template](#)

### Learning Target:

- I will analyze and apply any feedback from my teacher to input into my SMART goal.
- I will finalize and input my SMART goal into my individualized fitness plan.
- I will create an individualized fitness plan draft
- I will finalize which exercises that I need to utilize to meet my goal.
- I will perform the workouts specific to my fitness plan.
- I will begin to fill out my daily fitness routine into my fitness plan.
- I will incorporate the FITT principle into my daily workout routines.

### Success Criteria:

- Students will choose and perform various workouts, including elements of the FITT Principle, and write them down into my individual fitness plan.
- Students will finalize the workout routine they have created to help reach their goal.
- Students will perform exercises that target their fitness goal.
- Students will begin filling out their individualized fitness programs with their exercises that include the FITT principle.

### Learning Activities

**Teacher will provide students with their draft SMART goals and have students update/finalize their goal to be added to their individual fitness plan packet.**

**Teacher will visually assess and provide feedback to students throughout their workouts.**

**Teacher will collect/analyze the student's individualized fitness plan packet and provide feedback (written and verbal).**

[Individualized Fitness Plan Template](#)  
[FITT Principle Template](#)

### **Assessments**

[Daily PE Rubric](#)  
[SMART Goal Rubric](#)  
[Individualized Fitness Plan Template](#)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<ul style="list-style-type: none"><li>● I will finalize my individualized fitness plan SMART goal and input it into my individual fitness plan.</li><li>● I will begin performing my complete workout plan following my plan.</li><li>● I will perform my daily fitness routine.</li><li>● I will fill out my fitness plan as I complete my workouts/exercises.</li><li>● I will successfully find my RHR and THR before and during my exercise routine.</li><li>● I will check my RHR and THR before, during and after my workout</li></ul>	<ul style="list-style-type: none"><li>● Students will finalize and submit their individualized fitness plan SMART goal. Their plan will incorporate the following:<ul style="list-style-type: none"><li>○ SMART Goal</li><li>○ FITT Principle</li><li>○ All 4 components of fitness</li><li>○ Targeted muscles/areas of improvement</li><li>○ Utilize all weight room etiquette standards during workouts</li></ul></li><li>● Students will implement their plan into their workout routine.</li><li>● Students will calculate their RHR and THR throughout their exercise</li><li>● Students will understand the significance of documenting their RHR and THR in order to get the best out of their workout routine.</li></ul>

### **Learning Activities**

**Teacher will collect/analyze the student's SMART goals and provide feedback to students.**

**Teacher will visually assess and provide feedback to students throughout their workouts.**

**Teacher will check/analyze the student's individual fitness plan and provide feedback as needed.**

**Teacher will instruct students how to find their RHR and THR.**

**Teacher will explain how finding/documenting your RHR/THR during your workout can impact your workout routine.**

Teacher will analyze the results of the RHR/THR worksheet and provide feedback to the students.

[How to Find RHR/THR](#)

### Assessments

[Daily PE Rubric](#)

[RHR/THR Worksheet](#)

[Individualized Fitness Plan Template \(check-in\)](#)

### Learning Target:

- I will use my individual fitness plan to complete my daily fitness routine
- I will update my daily fitness plan workout routine into my template.
- I will vary my exercises to expand my routine to various exercises

### Success Criteria:

- Students will perform their workouts daily
- Students will fill out their workout plan after performing each exercise.
- Students will do a 5 minute cool-down routine of their choice once their workouts are complete.

### Learning Activities

Teacher will visually assess and provide feedback to students throughout their workouts.

Teacher will review/leave feedback on student's individualized fitness plan

[Individualized Fitness Plan Template](#)

### Assessments

[Daily PE Rubric](#)

[Individualized Fitness Plan Template \(check-in\)](#)

### Learning Target:

- I will use my individual fitness plan to complete my daily fitness routine
- I will complete my daily fitness plan workout routine into my template.
- I will finalize and submit my completed fitness plan to my teacher.
- I will look over my individual fitness plan and analyze whether or not I did (or can) reach my goal.

### Success Criteria:

- Students will perform their workouts daily
- Students will fill out their workout plan after performing each exercise.
- Students will do a 5 minute cool-down routine of their choice once their workouts are complete.
- Students will submit their completed workout plan for grading purposes.

- Students will determine whether or not they have achieved their SMART goal and reflect on it.

### Learning Activities

Teacher will visually assess and provide feedback to students throughout their workouts.

Teacher will review/leave feedback on student's individualized fitness plan

[Individualized Fitness Plan Template](#) (final)

### Assessments

[Daily PE Rubric](#)

[Individualized Fitness Plan Rubric](#) (final)

[SMART Goal Reflection](#)

### Resources

[SMART Goal](#)

[FITT Principle](#)

## CT Health/PE Framework

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 4: Team Sports PE II
<b>Teacher:</b>	SHS PE Department
<b>Grade Level/Course:</b>	PE II, Grade 12
<b>Length/Dates:</b>	4 classes per activity
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	A pretest for each sport will be conducted prior to implementation of the unit. In this unit, the 4 team sports that will be instructed are Flag Football, Indoor Soccer, Nitroball, and Softball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary and apply it in a game.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

**S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).**

**S2.H5.L1 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.**

**S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.**

S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.

S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.

S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)

# PE II

# SHS GRADE 12



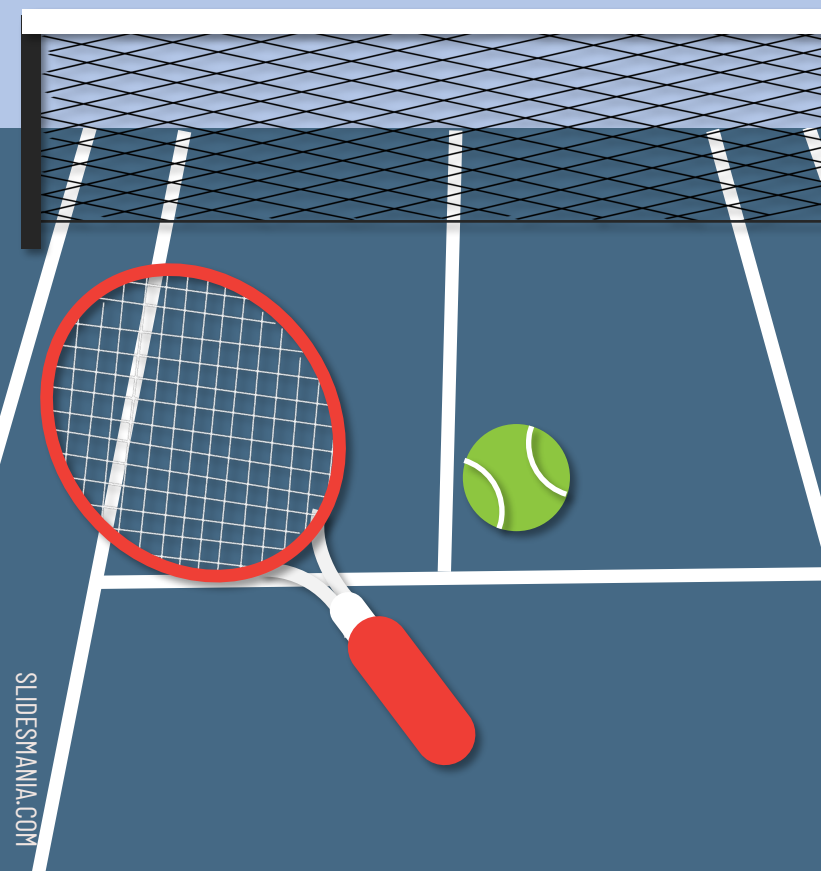
# UNIT 1: RACQUET SPORTS

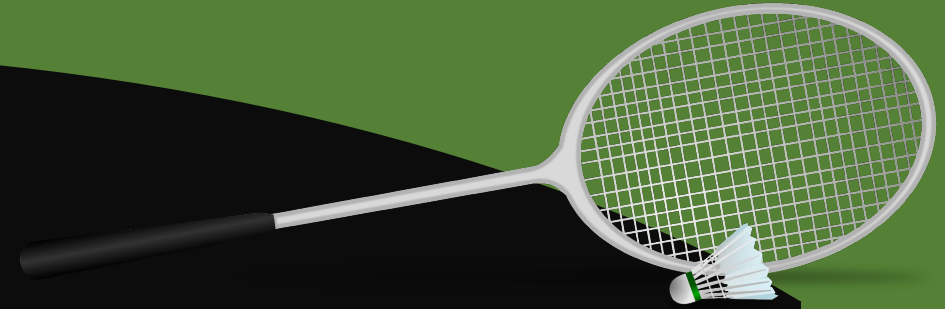
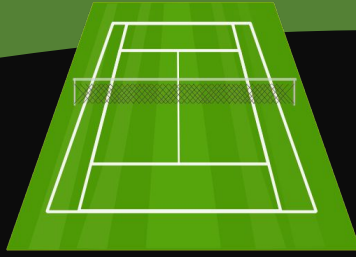
## Major Activities:

- Tennis
- Pickleball
- Badminton

## Unit Summary:

In this unit, the 3 Racquet Sports that will be instructed are Tennis, Badminton and Pickleball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary in a game. Students will demonstrate strategies and tactics and apply to tournament play.



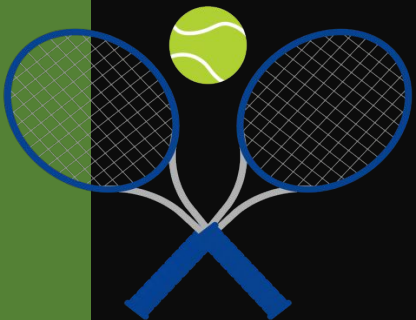


## Unit 1 Performance Task: Run your own Game/Tournament

**Goal:** The goal of this performance task is for students to participate in and run their own tournament. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game/tournament.

### Students will be graded on the following criteria:

- Roles
- Rules of the game
- Strategy
- Sportsmanship



## UNIT 2: RECREATIONAL/LIFETIME ACTIVITIES

### Major Activities:

- Golf
- Country Line Dance
- Multi-cultural Dance options

### Unit summary:

Students will be exposed to a variety of physical activities and develop an appreciation of a self selected physical activity that meets the need for self-expression and enjoyment. In this unit, the activities that will be practiced are golf, country line dance, and a choice of other forms of dance.





## Unit 2 Performance Task: Create A Dance

**Goal:** The goal for students is to demonstrate their knowledge, skills, strategies learned in the Country Line Dance unit to create their own dance.

**Students will be graded on the following criteria:**

- Steps
- Rhythm
- Fun
- Reflection



# UNIT 3: FITNESS CONCEPTS

## Major Activities:

- Resistance Training
- Weight Lifting
- Aerobic Exercise
- Circuit Training

## Unit Summary:

In this unit, students will take a pre-assessment identifying and labeling our basic muscle anatomy, understand the 4 components of fitness and connect them to the physical fitness assessment to improve their performance understand the importance of safety and etiquette when participating in the weight room, create and apply a personal fitness program and identify how to find their THR and RHR to adjust their workout routine, and use proper form when performing exercises.





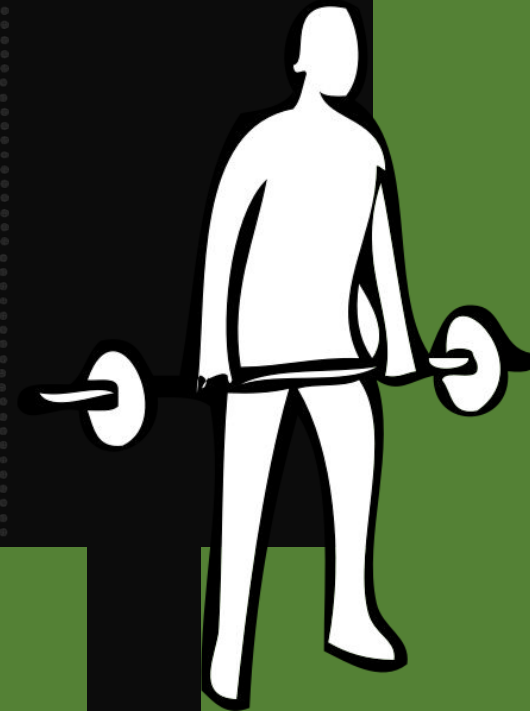
## UNIT 3: FITNESS CONCEPTS

**Unit 3 Performance Task:** Create a Personal Fitness Plan

**Goal:** The goal is for the students to create and implement an individualized workout plan that will allow them to track their workouts in an attempt to reach their personal fitness goal.

**Students will be graded on the following criteria:**

- Basic muscle anatomy
- FITT Principle
- How to calculate RHR & THR
- Proper execution of exercises
- Development/implementation of an individualized fitness plan



# UNIT 4: TEAM SPORTS

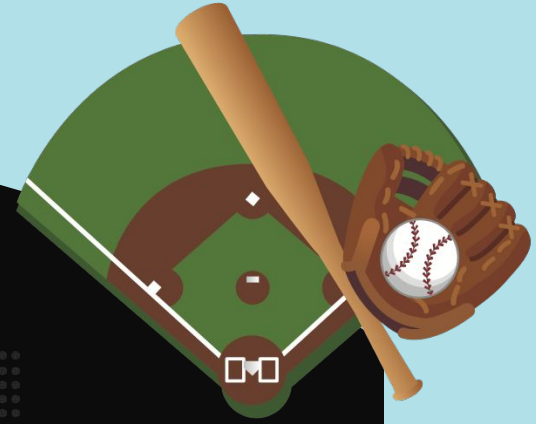
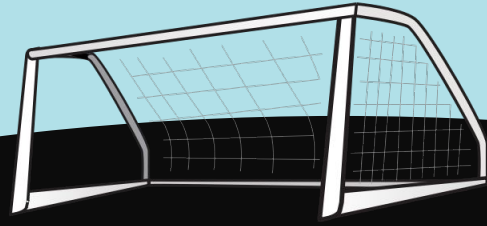
## Major Activities:

- Flag football
- Indoor soccer
- Nitroball
- Softball

## Unit Summary:

In this unit, the 4 team sports that will be instructed are Flag Football, Indoor Soccer, Nitroball, and Softball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary and apply it in a game.



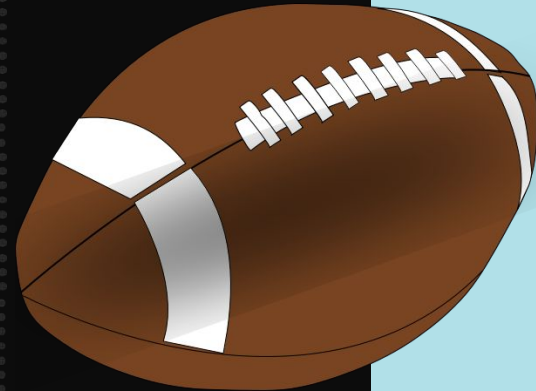


## Unit 4 Performance Task: Run Your Own Game

**Goal:** The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.

**Students will be graded on the following criteria:**

- Roles
- Rules of the game
- Strategy
- Sportsmanship



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 9 g.

**AGENDA REPORTING FORM**

**Agenda Topic:** Lifesaving Certifications Course - Second Reading

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the Lifesaving Certifications Course.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the Lifesaving Certifications Course as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

Unit Overview	
Course Title:	<a href="#"><u>Life Saving Skills for Community, Schools And Workplace</u></a>
Teacher:	SHS Health and Physical Education Department
Grade Level/Course:	Health Electives, Grades 9-12
Length/Dates:	40 Classes in Block Schedule
Unit Summary:	In this course, students will be learning about and obtaining certifications in a series of life saving skills for community, schools and workplace. The course content and curriculum comes directly from the American Red Cross Training Services and leads students through written and hands-on assessments and demonstrations, resulting in certifications in the following areas: First Aid, CPR, AED, Babysitting and Wilderness.

*\*Curriculum linked in below comes directly from American Red Cross Training Services\**

Unit:	Break down of Information:	Learning Targets:	Number of Blocks:
Unit 1: CPR & AED	<p><a href="#"><u>First Aid-CPR-AED Instructor's Manual pdf</u></a></p> <p><b>Chapter 1: CPR, FirstAid and AED Foundations</b></p> <ul style="list-style-type: none"> <li>● Lowering the risk for infection(.5)</li> <li>● Preparing for an Emergency(.5)</li> <li>● Your role in the EMS system(.5)</li> <li>● Recognizing that an emergency exists(.5)</li> <li>● Emergency Action Steps(1)</li> <li>● Putting it all together: Check an injured or ill person(2) <ul style="list-style-type: none"> <li>○ Appendix A: Emergency Moves</li> </ul> </li> </ul> <p><b>Chapter 2: Adult CPR and AED</b></p>	<p><b>After completing this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Identify the course completion requirements.</li> <li>■ Understand the different resources available to assist in responding to an emergency.</li> <li>■ Explain how to use personal protective equipment to lower the risk for infection.</li> <li>■ Demonstrate proper technique for removing disposable gloves.</li> <li>■ Recognize life-threatening conditions and situations that necessitate calling 9-1-1 or the designated emergency number.</li> <li>■ Have the confidence and knowledge needed to make the decision to take action in an emergency situation.</li> <li>■ Describe the emergency action steps, CHECK—CALL—CARE.</li> </ul>	<p>Chapter 1: 5 Chapter 2: 6 Chapter 3: 7 Chapter 4: 5</p> <p><b>Total Classes 23</b></p>

	<ul style="list-style-type: none"> <li>● Recognizing Cardiac Arrest(.5)</li> <li>● Components of high quality CPR(.5)</li> <li>● Giving CPR(1)</li> <li>● CPR Special Consideration(1)</li> <li>● Using an AED(1)</li> <li>● Putting it all together: Giving CPR and using an AED for an Adult(2)</li> </ul> <p><b>Chapter 3: Pediatric CPR &amp; AED</b></p> <ul style="list-style-type: none"> <li>● Defining children and infants(.5)</li> <li>● Pediatric cardiac chain of survival(.5)</li> <li>● Components of high-quality CPR(1)</li> <li>● CPR and AED differences among adults, children and infants(1)</li> <li>● Putting it all together: Giving CPR and using an AED for Child(2)</li> <li>● Putting it all together: Giving CPR and using an AED for infant(2)</li> </ul> <p><b>Chapter 4: Choking</b></p> <ul style="list-style-type: none"> <li>● Risk factors for choking(.5)</li> <li>● Recognizing choking(.5)</li> <li>● Giving first aid care for an adult or child who is choking(.5)</li> <li>● Giving first aid care for an infant who is choking(.5)</li> <li>● Putting it all together: Caring for an adult or child who is choking (2)</li> <li>● Putting it all together: caring for an infant who is choking (1)</li> </ul>	<ul style="list-style-type: none"> <li>■ Describe the importance of establishing a safe scene, including checking for hazards and using standard precautions.</li> <li>■ Demonstrate how to perform high-quality CPR. <ul style="list-style-type: none"> <li>■ Explain what to do if the chest does not rise with breaths.</li> </ul> </li> <li>■ Understand the importance of CPR with breaths—and if unable or unwilling, the role of compression-only CPR.</li> <li>■ Understand the value of using an AED along with CPR.</li> <li>■ Identify precautions to take when using an AED.</li> <li>■ Demonstrate how to use an AED [CPR/AED course]</li> <li>■ Demonstrate how to perform high-quality CPR for children and infants.</li> <li>■ Demonstrate how to use an AED for children and infants [CPR/AED course].</li> <li>■ Recognize when a responsive adult, child or infant is choking.</li> <li>■ Demonstrate how to care for an adult, child or infant who is responsive and choking. <ul style="list-style-type: none"> <li>■ Describe how to care for an adult, child or infant who becomes unresponsive</li> </ul> </li> <li>■ Know the purpose of Good Samaritan laws.</li> <li>■ Identify the difference between consent and implied consent.</li> </ul>	
<p><b>Unit 2: First Aid</b></p>	<p><b>Chapter 5: Sudden Illness</b></p> <ul style="list-style-type: none"> <li>● General Approach to sudden illness(.5)</li> <li>● Heart attack (.25)</li> <li>● Respiratory Distress(.25)</li> <li>● Asthma and asthma attack(.25)</li> <li>● Allergic reactions and anaphylaxis(.25) <ul style="list-style-type: none"> <li>○ Epi-pen training</li> </ul> </li> <li>● Opioid Overdose (.25) <ul style="list-style-type: none"> <li>○ Guest Speaker</li> </ul> </li> </ul>	<p><b>After completing this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Recognize a sudden illness.</li> <li>■ Describe general care for common sudden illnesses.</li> <li>■ Describe how to assist an adult, child or infant with medication.</li> <li>■ Recognize life-threatening bleeding.</li> <li>■ Demonstrate how to control life-threatening bleeding using direct pressure and apply a bandage when the</li> </ul>	<p>Chapter 5: 4.5 Chapter 6: 1.5 Chapter 7: 5</p> <p><b>Total Classes: 11</b></p>

- Narcan Training
- Diabetic Emergencies (.25)
- Seizures (.25)
- Shock (.25)
- Stroke (.25)
- Fainting (.25)
- Sickle Cell crisis and acute chest syndrome
- Fever in young children and infants (.25)
- Vomiting, diarrhea and dehydration in young children and infants (.25)
- Putting it all together: Assisting with an asthma inhaler for a person experiencing an asthma attack (.5)
- Putting it all together: Assisting with an epinephrine auto-injector (.5)

**Chapter 6: Wounds and Bleeding**

- Open wounds and external bleeding (.25)
  - Paramedics/EMS guest speaker/ police or Fire
- Life-threatening internal bleeding (.25)
- Minor closed wounds (.25)
- Putting it all together: Using direct pressure to control life-threatening bleeding (.25)
- Putting it all together: Using direct pressure and windless rod tourniquet to control bleeding (.5)

**Chapter 7: Injuries and Environmental Emergencies**

- General approach to Injuries and Environmental Emergencies (.5)
  - Appendix B Injury Prevention
  - Emergency Room Personnel

bleeding stops.

- Explain how to control life-threatening bleeding using a manufactured tourniquet.
- Recognize and respond to common injuries, including burns and head, neck and spinal injuries.
- Identify when and how to move an injured or ill person.
  - Recognize and respond to environmental injuries, including heat stroke, hypothermia and poison exposures.
- Pass the final exam.

	<p style="text-align: center;">Guest Speaker</p> <ul style="list-style-type: none"> <li>● Injuries(.25)</li> <li>● Burns(.25)</li> <li>● Head, neck and spinal injuries(.25)</li> <li>● Bone, muscle and joint injuries(.25)</li> <li>● Nose and mouth injuries(.25)</li> <li>● Chest Injuries(.25)</li> <li>● Abdominal injuries(.25)</li> <li>● Pelvic injuries(.25)</li> <li>● Environmental emergencies(.25)</li> <li>● Heat-related illnesses(.25)</li> <li>● Cold-related illnesses and injuries(.25)</li> <li>● Poison exposure(.25)</li> <li>● Bites and stings(.25)</li> <li>● Exposure to rash-causing plants(.25)</li> <li>● Lightning-strike injuries(.25)</li> </ul> <p>Written Assessments-CPR, First Aid, AED (.75Class)</p>		
<p><b>Unit 3: Babysitter Training</b></p>	<p><b><u>Babysitting Training Instructors Manual</u></b></p> <ul style="list-style-type: none"> <li>● Chapter 1: You're the Boss: A Guide to Leadership <ul style="list-style-type: none"> <li>○ How to be a Leader</li> <li>○ Leadership Skills</li> </ul> </li> <li>● Chapter 2: The Business of Babysitting <ul style="list-style-type: none"> <li>○ What kind of babysitter are you?</li> <li>○ Getting Started</li> <li>○ Finding Work</li> <li>○ Interviewing the daily</li> <li>○ Professional behavior</li> </ul> </li> <li>● Chapter 3: Safe and Sound on the Job <ul style="list-style-type: none"> <li>○ Telephone safety tips</li> <li>○ Personal Safety</li> <li>○ Danger from strangers</li> <li>○ Other safety considerations</li> <li>○ Safety inspection checklist</li> </ul> </li> </ul>	<p><b>After completing this introduction, participants should be able to:</b></p> <p><u>Chapter 1:</u></p> <ul style="list-style-type: none"> <li>■ Identify the purpose of the American Red Cross Babysitter's Training course.</li> <li>■ Define leadership and identify it as an essential element of safe and responsible babysitting.</li> <li>■ Identify role modeling, respect, communication, motivation, taking action and decision making as important leadership skills.</li> <li>■ Identify ways to respect diversity among the children they babysit.</li> <li>■ Apply the FIND decision-making model to common babysitting situations.</li> </ul> <p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> <li>■ Identify what issues they should discuss with their parents before starting out as a babysitter.</li> <li>■ Assess their own abilities, limits and preferences as</li> </ul>	<p>Total Classes: 3</p>

- Preventing accidents and injuries
- Being prepared for weather emergencies
- Violence or crime
- Play it safe!
- Chapter 4: Understanding Kids form 0-10
  - Ages, stages and milestones
  - Children and play
  - Helping children behave
- Chapter 5: From feeding to bedtime: Caring for kids
  - Talking to parents about basic childcare
  - Watching out for germs
    - Skill sheet: Hand washing
    - Skill sheet: Removing disposable gloves
  - Picking up and holding children
    - Skill sheet: picking up infants
    - Skill sheet: holding infant -- shoulder hold
    - Skill sheet: picking up and holding toddlers -- upright carry
  - Feeding children
    - Skill sheet: Bottle-feeding
    - Skill sheet: Spoon feeding
  - Diapering
    - Skill sheet: Diapering
  - Dressing children
    - Skill sheet: undressing children
  - Bathing toddlers
  - Rest and sleep
- Lesson 6: It's an Emergency... Now what?

- babysitters.
- Use safe and appropriate techniques for finding babysitting jobs.
  - List good business practices and professional work behaviors for babysitting.
  - Describe the importance of a resume and know how to write a resume for a babysitting job.
  - Explain the importance of interviewing parents to help ensure a positive babysitting experience for everyone.
- Chapter 3:
- Identify safety-related problems in and around the home.
  - Identify how to prevent, recognize and fix safety-related problems to create a safer environment in and around the home.
  - Explain what to record on the Babysitter's Report Record.
- Chapter 4:
- Identify which behaviors to expect from children based on their ages and developmental stages.
  - Describe the importance of play for children's growth and development.
  - Join actively in play by choosing toys and activities that are developmentally appropriate and safe for children.
  - List and apply appropriate techniques to prevent misbehavior and help children engage in desired behaviors.
  - Solve behavior-related problems using the FIND decision-making model.
- Chapter 5:
- List at least three types of basic child care.
  - Describe how to prevent germs from being transmitted.
  - Explain why they should keep their hands and the children's hands clean when babysitting.
  - Describe when hand washing is needed.
  - Demonstrate the proper way to wash their hands.
  - Demonstrate how to pick up and hold an infant and toddler.

- What is an emergency?
- In a first aid emergency: Check-Call-Care
  - Skill Sheet: Checking a conscious child or infant
- Calling for Help
- Checking a conscious child or infant
- What is a breathing emergency?
  - Skill sheet: Rescue breathing-- child or infant
- Asthma
- Choking
  - Skill Sheet: Conscious choking-- child and infant
- Unconscious child and infants
  - Skill sheet: Checking an unconscious child or infant
- Im hot: what to do when a child or an infant has a fever
- Bleeding Emergencies
  - Skill sheet: Controlling external bleeding
- Types of wounds

- Chapter 7: First Aid, CPR and AED
  - Good samaritan laws
  - Obtaining consent
  - Recognizing and caring for shock
  - Moving a child or an infant
  - The Cardiac chain of survival
  - CPR- Child and infant
  - AED
  - Unconscious choking- child and infant
  - Injuries to muscles, bones and joints

- Demonstrate how to bottle-feed an infant.
- Demonstrate how to spoon-feed an infant or toddler.
- Demonstrate how to diaper an infant or toddler.
- Explain what basic child care information to request from the family and where to record that information on the Family Interview Form.

**Chapter 6:**

- *\*\*\*Recognize an emergency.*
- *\*\*\* Identify and apply the emergency action steps: CHECK—CALL—CARE.*
- Explain the differences between life-threatening and nonlife-threatening emergencies.
- Identify who to call and when to call in different emergency situations.
- *\*\*\*Describe how to check a conscious child or infant.*
- *\*\*\*Explain how to care for bleeding and burns.*
- *\*\*\*Identify the types of wounds.*
- *\*\*\*Identify the types of bleeding.*
- *\*\*\*Demonstrate how to help a conscious child or infant who is choking.*
- *\*\*\*Demonstrate how to check an unconscious child or infant.*
- *\*\*\*Demonstrate how to give care to an unconscious child or infant who is not breathing.*
- *\*\*\*Demonstrate the steps to control external bleeding.*

**Chapter 7:**

- *\*\*\*Know how to identify and respond to an emergency.*
- *\*\*\*Know the purpose of Good Samaritan laws.*
- *\*\*\*Identify the difference between consent and implied consent.*
- *\*\*\*Identify when and how to move an injured or ill person.*
- *\*\*\*Identify life-threatening and nonlife-threatening conditions.*
- *\*\*\*Identify the signals of shock and describe how to minimize its effects.*
- *\*\*\*Demonstrate how to give cardiopulmonary resuscitation (CPR).*

	<ul style="list-style-type: none"> <li>■ Skill sheet: Applying a sling and binder</li> <li>■ Skill sheet: Applying a soft splint</li> <li>○ Head, neck and back injuries</li> <li>○ Sudden illness</li> <li>○ Fainting</li> <li>○ Diabetic emergencies</li> <li>○ Seizures</li> <li>○ Poisoning</li> <li>○ Allergic reactions</li> <li>○ Heat-related emergencies</li> <li>○ Cold-related emergencies <ul style="list-style-type: none"> <li>■ Skill sheet: CPR--Child</li> <li>■ Skill sheet: CPR-- Infant</li> <li>■ Skill sheet: Unconscious choking--child or infant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <i>***Describe when and how to use an automated external defibrillator (AED) on a child or an infant.</i></li> <li>■ <i>***Demonstrate how to clear an obstructed airway of an unconscious person.</i></li> <li>■ <i>***Know how to identify and respond to an emergency.</i></li> <li>■ <i>*** Recognize the signals of various soft tissue injuries.</i></li> <li>■ <i>*** Identify various musculoskeletal injuries.</i></li> <li>■ <i>***Identify the signals of head, neck and back injuries.</i></li> <li>■ <i>***Identify the signals of sudden illness, including stroke, diabetic emergency, poisoning and allergic reactions.</i></li> <li>■ <i>*** Identify the signals of heat- and cold-related emergencies.</i></li> <li>■ <i>***Demonstrate how to care for a musculoskeletal injury.</i></li> </ul>	
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<p><b>Unit 4: Wilderness Training</b></p>	<p><b><u>Wilderness Certification Instructors Manual</u></b> <b><u>Wilderness Participants Manual</u></b></p> <ul style="list-style-type: none"> <li>● Wilderness and Remote First Aid Course Overview <ul style="list-style-type: none"> <li>○ CPR Skill sheet review</li> </ul> </li> <li>● Injuries and Illnesses <ul style="list-style-type: none"> <li>○ Wilderness and Remote First Aid Kits</li> <li>○ Check Call Care for Wilderness <ul style="list-style-type: none"> <li>■ *Emergency and non-emergency moves</li> <li>■ *Emergency Childbirth</li> </ul> </li> <li>○ Abdominal Problems <ul style="list-style-type: none"> <li>■ *Abdominal injuries and illnesses</li> </ul> </li> <li>○ Allergies and anaphylaxis <ul style="list-style-type: none"> <li>■ *Asthma attack</li> </ul> </li> <li>○ Altitude Illness</li> <li>○ Bone and Joint Injuries</li> <li>○ Burns</li> <li>○ Chest Injuries</li> <li>○ Head(Brain), neck and spinal injuries <ul style="list-style-type: none"> <li>■ *Eye, mouth and lip injuries</li> </ul> </li> <li>○ Heat- related illnesses</li> <li>○ Hypothermia <ul style="list-style-type: none"> <li>■ *Cold-related Emergencies</li> <li>■ *Snow blindness</li> </ul> </li> <li>○ Lightning</li> <li>○ Shock and Heart attack <ul style="list-style-type: none"> <li>■ *Diabetic Emergencies</li> <li>■ *Stroke</li> </ul> </li> <li>○ Submersion incidents</li> </ul> </li> </ul>	<p><b>After completing this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Describe the difference between wilderness first aid and standard first aid.</li> <li>■ Articulate all course goals, requirements and resources.</li> <li>■ Describe the contents of an adequate wilderness and remote first aid kit and their uses.</li> <li>■ Determine how to modify a wilderness and remote first aid kit based on the group size, trip duration, trip destination and time of year.</li> <li>■ Describe ways first aid can be improvised using items that they have on hand, such as personal belongings or from a campsite.</li> <li>■ Describe the importance of immediately establishing control of the scene.</li> <li>■ *** <i>Describe the importance of establishing a safe scene, including checking for hazards and using standard precautions.</i></li> <li>■ Define mechanism of injury (MOI).</li> <li>■ Describe why MOI is important as a factor in assessment.</li> <li>■ Demonstrate how to perform a primary (initial) assessment, including assessing airway, breathing, circulation, disability and the environment (ABCDEs).</li> <li>■ Discuss the importance of a hands-on physical exam.</li> <li>■ Discuss the importance of vital signs and their changes over time.</li> <li>■ Demonstrate how to take a set of vital signs, including: <ul style="list-style-type: none"> <li>■ ***<i>Level of consciousness (LOC).</i></li> <li>■ Respiratory rate (RR), rhythm and quality.</li> <li>■ Heart rate (HR), rhythm and quality.</li> <li>■ Skin color, temperature and moisture (SCTM).</li> </ul> </li> <li>■ Demonstrate documentation in written and verbal form using information gathered using the subjective, objective, assessment and plan (SOAP) format.</li> <li>■ Describe four options for obtaining help and the factors for making the best choice.</li> <li>■ Discuss the options for calling from a delayed-help</li> </ul>	<p>Total Classes: 3</p>
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	<p>(Drowning)</p> <ul style="list-style-type: none"> <li>○ Wounds and wound infection <ul style="list-style-type: none"> <li>■ *Wound Care</li> </ul> </li> <li>○ *Poisoning</li> <li>○ *Seizures</li> </ul> <p>*Denotes Special Situations</p>	<p>perspective.</p> <ul style="list-style-type: none"> <li>■ Demonstrate a call using the Wilderness and Remote First Aid Report Form/</li> <li>■ Identify critical factors in ensuring a successful evacuation.</li> <li>■ Demonstrate planning and preparing the injured or ill person and the group for evacuation.</li> <li>■ ***<i>Define shock and discuss briefly the stages of shock.</i></li> <li>■ ***<i>List the signs and symptoms of shock.</i></li> <li>■ ***<i>Describe when shock may be a threat to life.</i></li> <li>■ ***<i>Demonstrate the emergency treatment of shock.</i></li> <li>■ <i>Describe the long-term care for a person in shock.</i></li> <li>■ ***<i>Define heart attack.</i></li> <li>■ ***<i>List the signs and symptoms of a heart attack.</i></li> <li>■ ***<i>Demonstrate the emergency treatment of a heart attack.</i></li> <li>■ Describe the long-term care for a person having a heart attack.</li> <li>■ Describe situations that would require an evacuation versus a rapid evacuation.</li> <li>■ Demonstrate a field assessment of a person with a chest injury.</li> <li>■ Describe the emergency treatment of and long-term care for: <ul style="list-style-type: none"> <li>- Fractured rib/clavicle.</li> <li>- Pneumothorax.</li> <li>- Tension pneumothorax.</li> <li>- Flail chest.</li> <li>- Sucking chest wound.</li> </ul> </li> <li>■ Describe situations that would require an evacuation versus a rapid evacuation.</li> <li>■ Demonstrate a field assessment for injuries to the head.</li> <li>■ List the signs and symptoms of a closed head injury and a skull fracture.</li> <li>■ Describe the emergency treatment of and long-term care for a head injury.</li> <li>■ Describe how some head injuries could be prevented.</li> <li>■ List the most common mechanisms of injury (MOIs) for</li> </ul>	
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spinal trauma.

- List the signs and symptoms of spinal injury.
- Demonstrate a field assessment for injuries to the spine.
- Demonstrate how to properly restrict spinal motion with an improvised collar.
- Discuss the importance of proper lifting and moving of persons.
- Demonstrate a one-rescuer roll from back to side, side to back and face-down to back with placement of a protective pad underneath the person.
- Demonstrate a two- and three-rescuer roll from back to side, side to back and face-down to back with placement of a protective pad.
- Demonstrate body elevation and movement (BEAM) of a person.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe how some spinal injuries could be prevented.
- *\*\*\*Define serious bleeding.*
- *\*\*\*Demonstrate control of bleeding, including direct pressure, packing the wound and tourniquets.*
- *\*\*\*Define abrasion, laceration and blister.*
- Demonstrate wilderness treatment for abrasions, lacerations and blisters, including the use of improvisation.
- *\*\*\*Describe the signs, symptoms and treatment of wounds and skin infections.*
- Demonstrate proper wound-cleaning techniques, including pressure irrigation, scrubbing and rinsing.
- Define and describe care for common medical problems related to ears, nose and teeth.
- *\*\*\*Describe care and prevention of bites from mosquitoes, ticks and venomous snakes.*
- *\*\*\*Define strain, sprain, fracture and dislocation.*
- *\*\*\*List the signs and symptoms of a strain, sprain, fracture and dislocation.*
- *\*\*\*Demonstrate a field assessment for injuries to bones and joints.*

- *\*\*\*Define RICE (rest, immobilization, cold and elevation).*
- *\*\*\*Describe the use of RICE.*
- *\*\*\*Demonstrate and/or describe the emergency treatment, including the use of improvisation, for: Strains and sprains, Fractures, Dislocations, including realignment of fingers, toes, patella and shoulder.*
- *\*\*\*Describe the emergency treatment for: Angulated fractures. Open fractures.*
- *\*\*\*Describe the long-term care for injuries to bones and joints.*
- *\*\*\*Describe how to prevent some bone and joint injuries.*
- Describe situations that would require an evacuation and situations that would require a rapid evacuation.
- *\*\*\*Define types of burn injuries.*
- *\*\*\*Define and demonstrate the proper management of superficial, partial-thickness and full- thickness burns in short- and long-term settings.*
- Describe situations that would require an evacuation versus a rapid evacuation.
- Demonstrate a field assessment for abdominal pain and/or discomfort.
- *\*\*\*List the indications (signs and symptoms) of serious abdominal pain and/or discomfort.*
- Define and describe the treatment of and long-term care for stomachache and diarrhea.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe personal and camp hygiene and their role in prevention of abdominal problems.
- Describe the mechanisms of heat loss versus heat gain.
- *\*\*\*Define hypothermia.*
- *\*\*\*List the signs and symptoms of mild and severe hypothermia.*
- *\*\*\*Demonstrate the emergency treatment of and describe the long-term care for mild and severe hypothermia.*

- Describe situations that would require an evacuation versus a rapid evacuation.
- \*\*\**Describe the prevention of hypothermia.*
- \*\*\**Define heat cramps, heat exhaustion, heat stroke and hyponatremia.*
- \*\*\**Describe the prevention of heat-related illnesses.*
- List the signs and symptoms of heat cramps, heat exhaustion, heat stroke and hyponatremia.
- Describe the emergency treatment of and long-term care for heat cramps, heat exhaustion, heat stroke and hyponatremia.
- Describe situations that would require an evacuation versus a rapid evacuation.
- \*\*\**Describe how lightning can cause injury and/or death.*
- Describe the prevention of a lightning-induced injury and/or death.
- Describe the emergency treatment of and long-term care for lightning-induced injuries, including respiratory arrest and cardiac arrest.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Define altitude illnesses, including acute mountain sickness (AMS), high altitude cerebral edema (HACE) and high altitude pulmonary edema (HAPE).
- List the signs and symptoms of AMS, HACE and HAPE.
- Describe the emergency care of and long-term care for AMS, HACE and HAPE.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe the prevention of AMS, HACE and HAPE, including the process of acclimatization.
- Describe briefly the general sequence of events during a submersion (drowning) incident.
- Describe the safest and most efficient means of removing a submersion victim from the water.
- Describe the emergency treatment of and long-term care

		<p>for a near-drowned person.</p> <ul style="list-style-type: none"> <li>■ Describe situations that would require an evacuation versus a rapid evacuation.</li> <li>■ Describe how to prevent some submersion incidents.</li> <li>■ Describe the basics of an allergic response and its treatment and prevention.</li> <li>■ <i>***Define anaphylaxis.</i></li> <li>■ <i>***List the signs and symptoms of anaphylaxis.</i></li> <li>■ <i>***Describe the function of epinephrine.</i></li> <li>■ <i>***Describe conditions under which an injection of epinephrine will be considered.</i></li> <li>■ <i>***Describe the use of EpiPen® and Auvi-Q® epinephrine injections systems.</i></li> <li>■ Describe the function of oral antihistamines in anaphylaxis.</li> <li>■ Discuss when and how much oral antihistamine will be used.</li> <li>■ Describe situations that would require an evacuation versus a rapid evacuation.</li> <li>■ <i>***Describe how some allergic reactions including anaphylaxis could be prevented.</i></li> </ul>	
	<p><b>Resources:</b> American Red Cross Manual Review and Final Exam  <a href="#">Life Saving Skills Peer Project Assessment Final</a>  <a href="#">Putting it all Together Final Skill Assessment</a></p>	<p><i>***= covered in previous unit</i></p>	<p><b>Total #of blocks: 40</b></p>

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 9 h.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS Math Department Curriculum Adoption - Second Reading

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS Math Department Curriculum Adoption.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the SHS Math Department Curriculum Adoption as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# Curriculum & Instruction Shifts @ SHS

Mathematics Department  
Tom Hinman



# A need for change...



Current curricula doesn't align with VOG

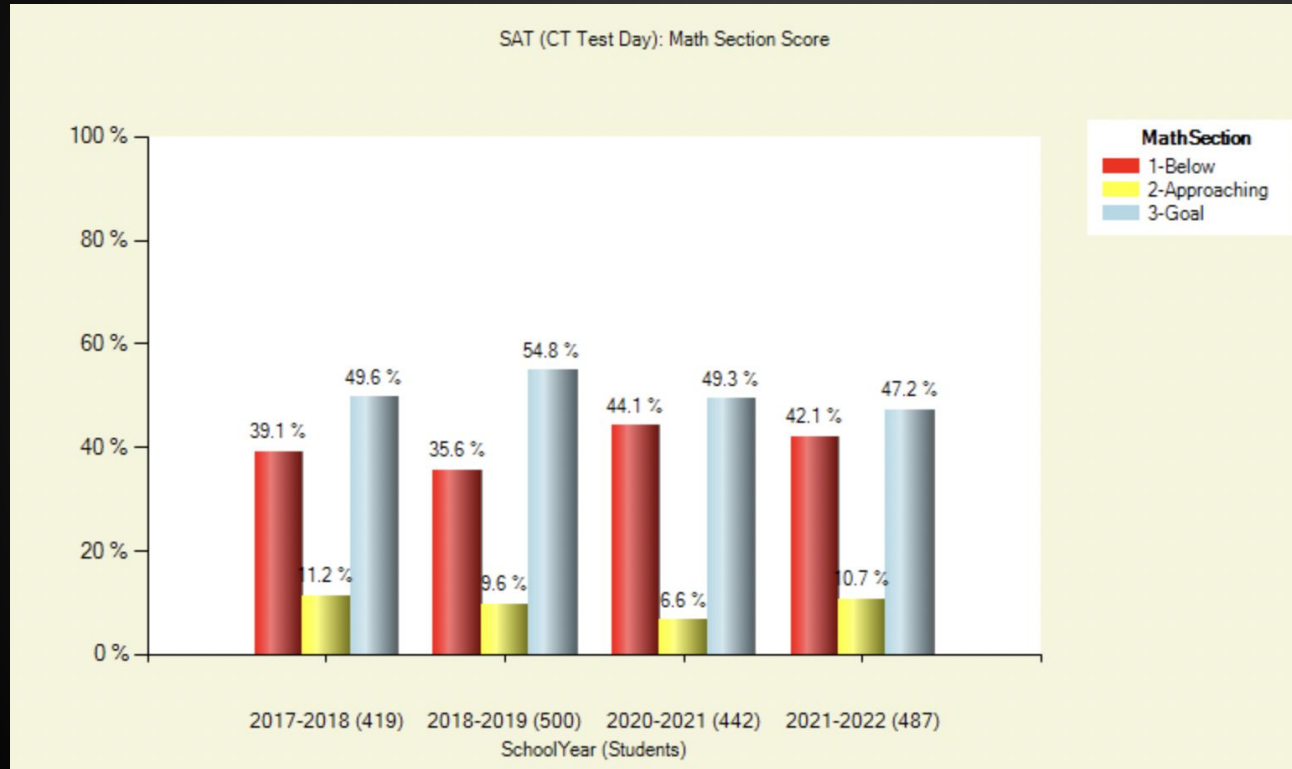
Update to reflect current best practices

Increase equity amongst classrooms

# A need for change - Equity Snapshot

PSAT/SAT Math Performance by Subgroup: SHS													
10/13/2022	Ethnicity								Program				
	All Students	Asian	Black	Hispanic	Multi-Ethnic	Native American	Pacific Islander	White	GeneralEd	SpecialEd	Section504	ELL	Choice
2021-2022													
PSAT, Grade 9: 2021-2022 (Math)													
Students Tested	451	17	13	51	13	0	0	357	395	56	55	3	9
% College Ready	52.3	70.6	46.2	33.3	46.2			54.6	58.2	10.7	52.7	0	22.2
Avg Score	445.4	465.9	431.5	407.1	420			451.3	455.8	371.8	438	296.7	363.3
PSAT, Grade 10: 2021-2022 (Math)													
Students Tested	431	19	14	42	13	2	0	341	373	58	47	4	4
% College Ready	39	57.9	14.3	9.5	23.1	0		43.4	43.4	10.3	46.8	0	0
Avg Score	461.6	488.9	423.6	409.3	443.8	395		469.1	469.9	408.3	474.5	357.5	382.5
PSAT, Grade 11: 2021-2022 (Math)													
Students Tested	479	20	11	39	12	2	0	395	416	63	58	3	6
% College Ready	41.5	35	27.3	17.9	41.7	100		44.3	45.7	14.3	44.8	0	33.3
Avg Score	491.5	487	431.8	447.2	485.8	535		497.8	501.3	427.3	483.8	406.7	453.3
SAT, Grade 11: 2021-2022 (Math)													
Students Tested	487	20	8	42	12	2	0	403	427	60	60	4	6
% College Ready	47.2	50	12.5	21.4	41.7	100		50.4	52.2	11.7	55	0	0
Avg Score	521.2	523.5	441.2	461.9	501.7	620		529	533.3	435.5	529	375	425

# A need for change - SAT Data Analysis



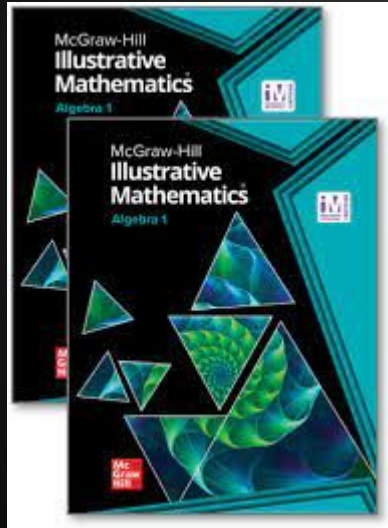
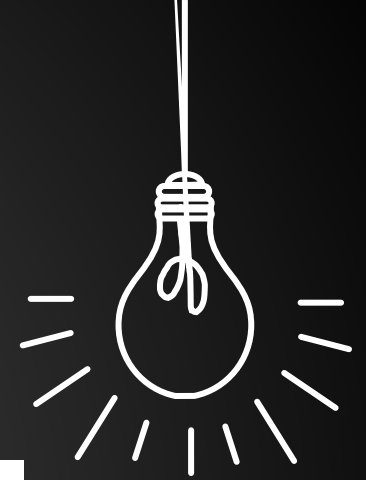
Math Goal:  
530

# Curriculum Committee #1

- 💡 5 volunteer math teachers from SHS
- 💡 Review 3 highly rated curricular options
  - 💡 Chosen from EdReports
  - 💡 Teachers given paper copies + online access
- 💡 Rubric adapted from Middle School textbook evaluation
  - 💡 Aligned with Disciplinary Transfer Goals & VOG
- 💡 Meetings held on 9/22, 10/11, 10/19



# CURRICULAR OPTIONS

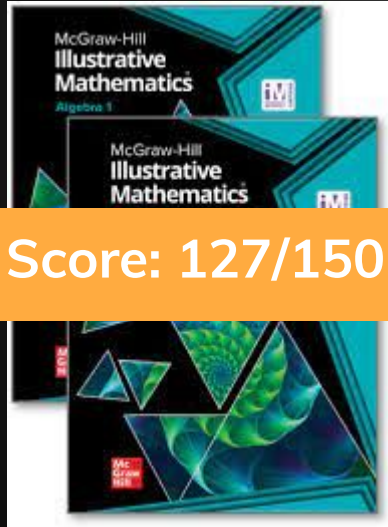
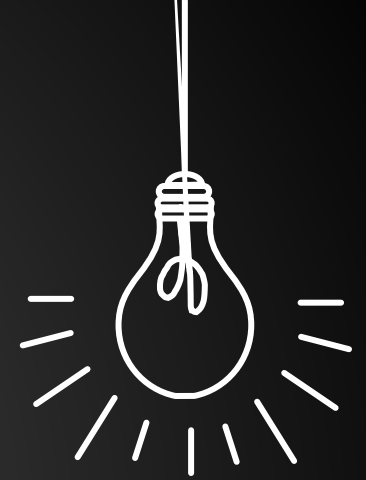


# Curriculum Committee #2

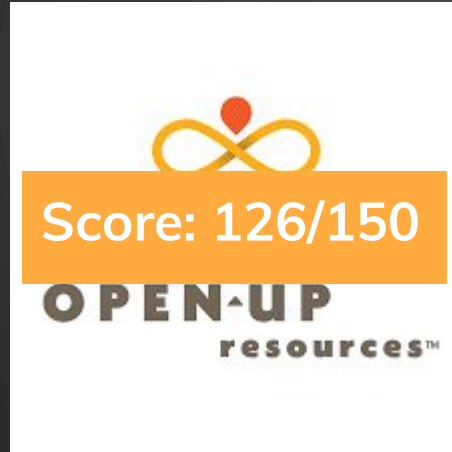
- 💡 6-12 Committee Formed
  - 💡 5 SHS, 4 Middle School, 3 Administrators
- 💡 Discuss need for revision and direction of work
- 💡 Review 3 highly rated curricular options
- 💡 Rubric modified from first version
  - 💡 Aligned with Disciplinary Transfer Goals, VOG, NCTM, Marzano & CSDE
- 💡 Meeting held on 11/9 at JAD from 2:30 to 5:00



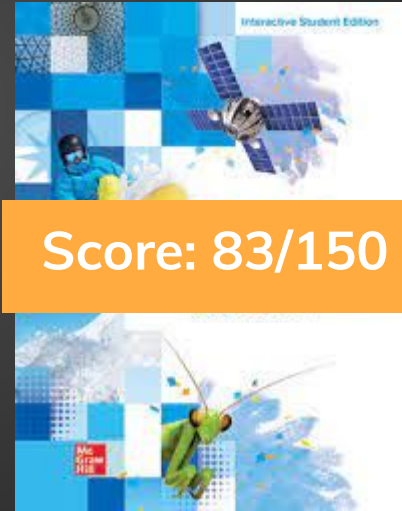
# CURRICULAR OPTIONS



Score: 127/150



Score: 126/150



Score: 83/150





# Department Involvement & Information

## November 29<sup>th</sup>

- 💡 Updated entire department on process
- 💡 Shared outcome of Committee #2
- 💡 Provided materials and focused questions for small group review

## December 6<sup>th</sup>

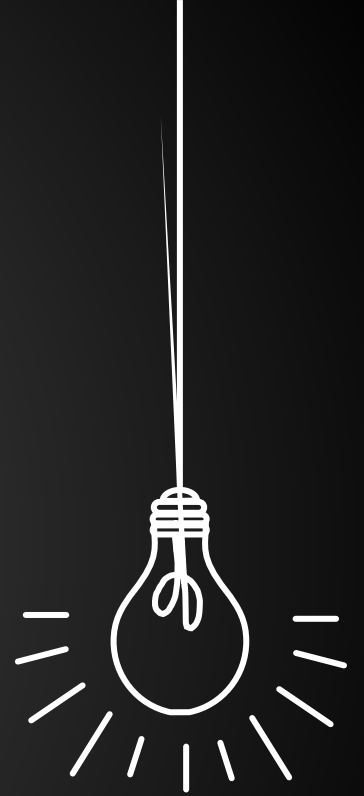
- 💡 Mrs. Zappone shared process with department
- 💡 Provided opportunity for more options

## December 13<sup>th</sup>

- 💡 Reviewed options brought forward
- 💡 Voted on final decision



# Illustrative Mathematics



# EdReports on IM

2019

## Kendall Hunt's Illustrative Mathematics Traditional

PUBLISHER

Kendall Hunt Publishing Company

SUBJECT

Math

GRADES

HS

REPORT RELEASE

03/26/2020

REVIEW TOOL VERSION

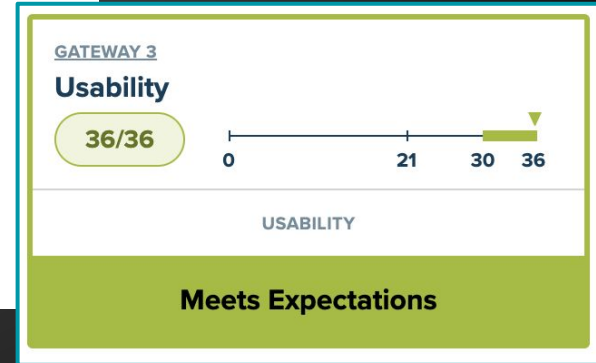
v1

ALIGNMENT ⓘ

Meets Expectations

USABILITY ⓘ

Meets Expectations



# Plan for Implementation:

## February - June 2023

- Training from CREC
  - ◆ IM lesson design
  - ◆ instructional strategies
  - ◆ Differentiation
  - ◆ Assessments
- Unpack units
- Develop student materials
- Begin scope & sequence documents for different levels

## Summer 2023

- Continue to develop student materials
- Finalize scope & sequence documents for all units at all levels

## School Year 2023 - 2024

- Implement curricula in Algebra I, Geometry and Algebra II
- Dedicate PD time to reflection, modification of materials, reviewing upcoming units
- Embedded PD: Peer observations, dept. walk throughs



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_ **Board Meeting Date** March 23, 2023  
**Decision Requested** X **Agenda Code** 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Leonard and Gladys Joll Scholarship Recipient

**Summary of Issue:** The Leonard and Gladys Joll Scholarship applications were reviewed by the appointed committee and a recipient was selected to be recommended for Board approval.

**Background:** Annually the Board of Education selects a recipient for the Leonard and Gladys Joll Scholarship. The recipient's name will not be announced at this meeting, so it will be kept confidential until the Southington High School Awards Ceremony.

**Alternative Strategies:** Reject

**Cost (if applicable):** \$300.00 **Funding Source:** Joll Scholarship Fund


**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Board of Education approves the recipient recommended by the Gladys Joll Scholarship subcommittee.



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 10 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Southington High School Graduation Date

**Summary of Issue:** The high school graduation date is traditionally set once the last day of school is determined.

**Background:** The Southington Public Schools was closed one day due to weather:

February 28, 2023

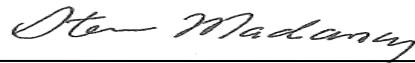
**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** To approve Wednesday, June 14, 2023 as the date for the Southington High School graduation ceremony.



\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 10 d. & e.

**AGENDA REPORTING FORM**

**Agenda Topic:** 2023-2024 Healthy Food Certification – 2023-24 Food and Beverage Exemption

**Summary of Issue:** Section 10-215f of the Connecticut General Statutes requires that all districts must take action to certify whether all food items sold to students separately from reimbursable meals will or will not meet CSDE’s Connecticut Nutrition Standards. For the 2023-2024 school year, the state requires the HFC statement to be part of the CSDE’s online. Application and Claiming System for Child Nutrition Programs. The Board of Education must vote at a Board meeting whether to implement the healthy food option or not by June 30, 2023 and the Board meeting minutes are uploaded on the HFC application module.

**Background:** The Board of Education has participated in the Healthy Food Certification Program since the 2014-2015 school year.

**Alternative Strategies:** To participate in the program.

**Cost (if applicable):** N/A **Funding Source:** N/A

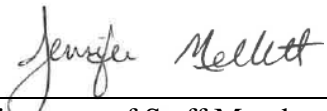
**Beginning Date of Program or Project:** July 1, 2023

**Ending Date of Program or Project:** June 30, 2024

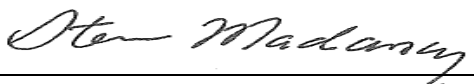
**Recommendation or Comment: (Two motions needed)**

1) Pursuant to C.G.S. Section 10-215f, the Southington Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

2) The Southington Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 10 d. & e.

**AGENDA REPORTING FORM**

**Agenda Topic:** 2023-2024 Healthy Food Certification – 2023-24 Food and Beverage Exemption

**Summary of Issue:** Section 10-215f of the Connecticut General Statutes requires that all districts must take action to certify whether all food items sold to students separately from reimbursable meals will or will not meet CSDE’s Connecticut Nutrition Standards. For the 2023-2024 school year, the state requires the HFC statement to be part of the CSDE’s online. Application and Claiming System for Child Nutrition Programs. The Board of Education must vote at a Board meeting whether to implement the healthy food option or not by June 30, 2023 and the Board meeting minutes are uploaded on the HFC application module.

**Background:** The Board of Education has participated in the Healthy Food Certification Program since the 2014-2015 school year.

**Alternative Strategies:** To participate in the program.

**Cost (if applicable):** N/A **Funding Source:** N/A

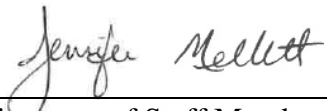
**Beginning Date of Program or Project:** July 1, 2023

**Ending Date of Program or Project:** June 30, 2024

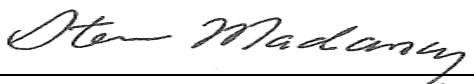
**Recommendation or Comment: (Two motions needed)**

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2) The Southington Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 10 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** Bid Award #2023-10: Lawn Mowing & Trimming Services (JFK)

**Summary of Issue:** The administration sought pricing bids for lawn mowing and trimming services at Kennedy Middle School.

**Background:** Three vendors submitted bids: Wygant Construction, Green Meadow Landscaping and SM Lawncare & Maintenance.

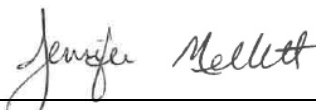
**Alternative Strategies:** N/A

**Cost (if applicable):** \$10,200      **Funding Source:** Operating Budget

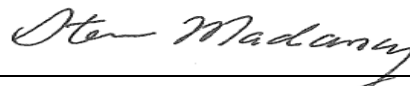
**Beginning Date of Program or Project:** April 2023

**Ending Date of Program or Project:** November 2024

**Recommendation or Comment:** Move that the Board of Education award BID #2023-10: Lawn Mowing & Trimming Services for the three-year growing seasons of 2023-2025 at Kennedy Middle School to Wygant Construction, as presented.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

Title of Attachments:

1. BID #2023-10: Award Request Packet

**Southington Public Schools  
Purchasing Department**

**BID AWARD REQUEST – BID 2023-10  
LAWN MOWING AND TRIMMING SERVICES**

The above bid is submitted for AWARD by the Superintendent of Schools or his designee.

PROPOSED SUMMARY: This request seeks to award Lawn Mowing and Trimming services at one site. The bid was advertised in the newspaper and posted to the website of the Town of Southington and the Southington Public Schools. Three vendors submitted bids, all of which currently or previously have worked with Southington Schools. The bid was opened on March 7, 2023. The award recommendation memo and bid compilations are attached.

The recommendation is to award the bid for three years as follows:

<b>SITE</b>	<b>Lawn Mowing and Trimming Services</b>
Kennedy Middle School	Wygant Construction

Beginning Date of Project:	April 2023	Ending Date of Project:	November 2024
Funding Sources:	Accounts 32900 32302	Proposed Cost of Project:	Growing Season 2023 (April- November) \$10,200
		Budgeted Amount	Growing Season 2022- \$6,450

*Kaige Hill*  
Signature of Accounting Manager

March 14, 2023  
Date

Superintendent's Direction:

**Approved As Submitted**  
 **Hold** (pending future action)  
 **Rejected** \_\_\_\_\_ all \_\_\_\_\_ part (adjust as directed below)

**Direction:**

\_\_\_\_\_  
Signature of Superintendent of Schools or designee

\_\_\_\_\_  
Date

Finance Committee's Direction:

**Approved As Submitted**  
 **Hold** (pending future action)  
 **Rejected** \_\_\_\_\_ all \_\_\_\_\_ part (adjust as directed below)

**Direction:**

\_\_\_\_\_  
Signature of Finance Committee Chairperson

\_\_\_\_\_  
Date

Board of Education's Direction:

**Approved As Submitted**  
 **Hold** (pending future action)  
 **Rejected** \_\_\_\_\_ all \_\_\_\_\_ part (adjust as directed below)

**Direction:**

\_\_\_\_\_  
Signature of Board of Education Chairperson

\_\_\_\_\_  
Date



# SOUTHINGTON PUBLIC SCHOOLS

*KAIYA HILL*  
*ACCOUNTING MANAGER*  
*PURCHASING DEPARTMENT*

## **MEMO**

TO: Board of Education Finance Committee

Date: March 13, 2023

RE: **Recommendation for Bid Award for BID 2023-10**  
Lawn Mowing and Trimming Services at Kennedy Middle School

BID 2023-10 sought pricing for Lawn Mowing and Trimming Services at Kennedy Middle School. The bid was opened on March 7, 2023. Three vendors submitted bids. The bid compilation for the Lawn Mowing Services is attached. One vendor submitted a bid; however, due to past service and invoice issues, this vendor is not considered a responsible bidder.

Wygant Construction is considered the low bidder for lawn mowing and trimming services at Kennedy Middle School for a three-year period. Green Meadow's Year 2023 cost was even with Wygant but increased in Year 2024 and Year 2025. Wygant currently services the Southington High School main lawn and athletic fields, and was recently awarded Hatton, Oshana, South End and Thalberg Elementary Schools. Both the Director of Operations and Maintenance Foreman support the award, recommending Wygant Construction for Kennedy Middle School. The preferred bidder's ordinance was considered, but there were no responsible Southington vendors who fell within 10% of the lowest vendor's pricing.

The Administration recommends awarding the Lawn Mowing and Trimming Services for the three-year growing seasons of 2023-2025 to Wygant Construction.

**Please Note: Listed are the other vendors (not a part of this bid) who are currently servicing other sites.**

Site	Lawn Mowing and Trimming Services	Grounds Debris Clean up and Removal Services
Southington High School	Wygant Construction	Green Meadow
DePaolo Middle School	Father & Sons	Green Meadow
Derynoski Elementary School	Green Meadow	Green Meadow
Kelley Elementary School	Father & Sons	Wygant Construction
Strong Elementary School	L & G Landscape	Green Meadow
Flanders Elementary School	BMS Property Maintenance	BMS Property Maintenance
Hatton Elementary School	Wygant Construction	Green Meadow
Oshana Elementary School	Wygant Construction	Wygant Construction
South End Elementary School	Wygant Construction	Wygant Construction
Thalberg Elementary School	Wygant Construction	Wygant Construction
Kennedy Middle School	<i>TBD – Current Bid 2023-10</i>	Father & Sons

**SOUTHINGTON PUBLIC SCHOOLS  
LAWN MOWING AND TRIMMING SERVICES  
BID 2023-10 COMPILATION**

LAWN MOWING AND TRIMMING SERVICES									
SITE	VENDOR (Listed in order of receipt)	Mowing Area	2023 GROWING SEASON (Each Mow)	2024 GROWING SEASON (Each Mow)	2025 GROWING SEASON (Each Mow)	Growing Season 2023 Cost (Based on 24 mowings)	THREE YEAR MOWING COST (Based on 24 mowings per year)	Recommended Bidder	
<b>K E N N E D Y</b>	<b>Wygant Construction</b>	Main	\$ 175	\$ 175	\$ 175	\$ 4,200	\$ 12,600	<b>Wygant</b>	
		Athletic Fields	\$ 250	\$ 250	\$ 250	\$ 6,000	\$ 18,000	<b>Wygant</b>	
			<b>TOTAL</b>	<b>\$ 425</b>	<b>\$ 425</b>	<b>\$ 425</b>	<b>\$ 10,200</b>	<b>\$ 30,600</b>	
		Green Meadow Landscaping LLC	Main	\$ 200	\$ 220	\$ 245	\$ 4,800	\$ 15,960	
			Athletic Fields	\$ 225	\$ 250	\$ 275	\$ 5,400	\$ 18,000	
			<b>TOTAL</b>	<b>\$ 425</b>	<b>\$ 470</b>	<b>\$ 520</b>	<b>\$ 10,200</b>	<b>\$ 33,960</b>	
		SM Lawncare & Maintenance LLC	Main	\$ 150	\$ 150	\$ 150	\$ 3,600	\$ 10,800	
			Athletic Fields	\$ 190	\$ 190	\$ 190	\$ 4,560	\$ 13,680	
			<b>TOTAL</b>	<b>\$ 340</b>	<b>\$ 340</b>	<b>\$ 340</b>	<b>\$ 8,160</b>	<b>\$ 24,480</b>	

**Lowest Bidder**

Wygant Construction & Maintenance  
43 W. Washington St  
Bristol, CT 06010

Green Meadow Landscaping LLC  
174 Birch Dr.  
Cheshire, CT 06410

SM Lawncare & Maintenance LLC  
P.O. Box 751  
Southington, CT 06489



**Policy 4118.5**  
**Responsible Use of Staff Technology**  
**– Revised Policy**  
*Draft*

**Series 4000: Personnel****Rights, Responsibilities, and Duties****Responsible Use of Staff Technology**

The Board of Education provides computers, networks, and **curricular related software, collectively known as staff technology**, ~~Internet access~~ to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. Employees are to utilize **staff technology** ~~these computers, networks, and Internet services~~ for school-related purposes and performance of job duties. Reasonable personal use of school computers is permitted **if it** ~~as long as such use~~ does not interfere with the employee's job duties **or** ~~and~~ performance, with system operations or other system users. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

All **staff technology remains** ~~SPS computer systems remain~~ under the control, custody, and supervision of the district. The district reserves the right to monitor all computer and **internet** ~~Internet~~ activity by employees. Employees have no expectation of privacy in their use of school computers.

Any employee who violates this policy or any rules governing **the** use of **staff technology** ~~district computers~~ shall be subject to disciplinary action, up to and including termination of employment. Illegal uses **of** **staff technology** ~~district computers~~ shall result in referral to law enforcement authorities.

Each employee ~~authorized to access these computers, networks, and Internet services~~ is required to **acknowledge** this policy and the accompanying regulations **on a yearly basis**. ~~This acknowledgement form will be retained in the employee's personnel file.~~

~~(cf. 6141.321 – Student Use of the Internet~~

~~(cf. 6141.322 Web Sites/Pages~~

## Legal References:

- Connecticut General Statutes
- The Freedom of Information Act
- 53A-182B Harassment in the first degree.
- P.A. 98-142 An Act Requiring Notice to Employees of Electronic Monitoring by Employers.
- **P.A. 16-189 An Act Concerning Student Data Privacy**

Policy adopted: January 2011

**Policy Updated: January 2023**

**Series 4000: Personnel****~~Rights, Responsibilities, and Duties~~****~~Acceptable Computer, Network, and Internet Use Procedures~~****Responsible Use of Staff Technology Procedures****Access to Staff Technology School Computers, Networks, and Internet Services**

The level of access to staff technology that employees have to District computer systems is based upon specific employee job requirements and needs.

**Acceptable Use**

Employee access to staff technology District computer systems is provided for administrative, educational, communication, and research purposes consistent with the District's educational mission, curriculum, and instructional goals.

Expectations for professional behavior and communication apply to use of all aspects of the District's computer systems.

Employees are to utilize staff technology these computers, networks, and Internet services for school-related purposes and job performance of job duties. Reasonable personal use of school computers is permitted if as long as such use does not interfere with the employee's job duties or and performance, with system operations or other system users. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

**Prohibited Use**

Employees are responsible for their actions and activities involving staff technology District computer systems and for their computer files, passwords, and accounts. General examples of unacceptable uses which are expressly prohibited include, but are not limited to, the following:

1. Any use that is illegal or in violation of other Board policies, including harassing, discriminatory or threatening communications and behavior, violations of copyright laws, etc.;
2. Any use involving materials that are obscene, pornographic, sexually explicit, or sexually suggestive.;
3. Any inappropriate communications with students or minors.;
4. Any use for private financial gain, commercial advertising, or solicitation purposes.;
5. Any use as a forum for communicating by e-mail or any other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school-sponsored organization; to solicit membership in or support of any non-school-sponsored organization; or to raise funds for any non-school-sponsored purpose, whether for-profit or not-for-profit unless approved by the Superintendent or his designee.;
6. No employee shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes.;

**Series 4000: Personnel**

7. Any communication that represents personal views as those of the Board or that could be misinterpreted as such.;
8. Downloading or loading software or applications without permission from the system administrator.;
9. Opening or forwarding any e-mail attachments (executable files) from unknown sources that may contain viruses.;
10. Sending mass e-mails to the school community or outside parties for school or non-school purposes without the permission of the system administrator or other designated administrator.;
11. Any malicious use or disruption of **staff/district technology** ~~District computers, networks, and Internet services~~ or breach of security features.;
12. Any misuse or damage to **staff technology** ~~District computer equipment~~.;
13. Misuse of computer passwords or accounts.;
14. Any communications that are in violation of generally accepted rules of network etiquette, and/or professional conduct.;
15. Any attempt to access unauthorized sites except when such access is authorized by a designated administrator for the purpose of monitoring or investigating computer, network or Internet use.;
16. Failing to report a known breach of computer security to the system administrator.;
17. Using **staff technology** ~~District computers, networks, and Internet services~~ after such access has been denied or revoked.;
18. Any attempt to delete, erase or otherwise conceal any information stored on a ~~D~~district computer that violates these rules.;

**No Expectation of Privacy**

**All staff technology is owned by Southington Public Schools** ~~retain control, custody, and is always intended for educational purposes.~~ ~~supervision of all computers, networks, and Internet services owned or leased by the District.~~ **Staff shall have no expectation of privacy when using staff technology.** ~~The administration~~ ~~The District~~ reserves the right to monitor, ~~Internet activity by employees and other system users.~~ **inspect, copy, review, and store (at any time and without prior notice) all usage of staff technology.** ~~Employees have no expectation of privacy in their use of school district computer systems, including e-mail messages and stored files.~~ **All material and information accessed or received through staff technology shall remain the property of Southington Public Schools.**

**Confidentiality of Information**

Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.

**Staff Responsibilities to Students**

**Southington Public Schools will make every effort to see that student technology is used responsibly by students.** Administrators, teachers, and staff have a

**Series 4000: Personnel**

professional responsibility to work together to monitor students' use of student technology, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels and evaluate and use information to meet their educational goals. All students shall be supervised by staff while using student technology.

~~Teachers, staff members, and volunteers who utilize school computer systems for instructional purposes with students have a duty of care to supervise such use. Teachers, staff members, and volunteers are expected to be familiar with the District's policies and rules concerning student computer and Internet use and to enforce them. When, in the course of their duties, employees become aware of student violations, they must stop the activity and inform the building principal or other appropriate administrator.~~

**Compensation for Losses, Costs, and/or Damages**

It is understood that reasonable repair/replacement of staff technology is the responsibility of the district. Should a staff laptop, charger, or other peripheral device need to be repaired or replaced, the district will incur the cost. If it is determined that the repair/replacement was due to negligence on the part of the staff member, a letter will be placed in the employee file. Subsequent repairs/replacements will be the responsibility of the staff member.

~~Further, The employee shall be responsible for any losses, costs, and/or damages incurred by the Board which are not related to the employee laptop, charger, or district issued peripheral device, but are the result of violations of this policy and/or these regulations, will be the responsibility of the employee.~~

**School District Assumes No Responsibility for Inappropriate Unauthorized Charges, Costs, or Illegal Use of Staff Technology**

The district assumes no responsibility for any unauthorized charges made by employees. These include, but are not limited, to credit card charges, subscriptions, long distance telephone charges, equipment, and line costs, ~~or for any illegal use of its computers such as copyright violations.~~

The district assumes no responsibility for the inappropriate use of copyrighted materials, non-approved student online resources, or non-approved curricular materials.

**Electronic Copies of Curriculum Resources**

All curricular resources, including but not limited to Google files, Microsoft files, Canvas courses, and Google Classroom files, created while employed by Southington Public Schools, and/or using staff technology, is the property of Southington Public Schools. Staff will not knowingly delete or remove access to any curricular materials at any time during their employment or at the end of their employment. Staff may choose to make copies of those resources to take with them when they leave the district.

**Employee Acknowledgment Required**

~~Each employee authorized to access school District computers, networks, and Internet~~

**Series 4000: Personnel**

~~services is required to sign an acknowledgment form stating that they have read policy 4118.5/4218.5 and these regulations. This acknowledgment form will be retained in the employee's personnel file.~~

Regulation Adopted: January 2011

Regulation Updated: January 2023



**Policy 4118.7**  
**Social Networking**  
**– Revised Policy**  
*Draft*

**Series 4000: Personnel****Social Networking**

The Board of Education recognizes the use of social media by its employees. As used in this policy, “social media” includes, but is not limited to, forums, and social networking sites, such as Twitter, Facebook, LinkedIn, YouTube, ~~etc and MySpace~~. Moreover, the Board acknowledges that its employees have the right under the first amendment to speak on matters of public concern. Use of social media by employees, however, may become a problem if it:

- interferes with the work of the school district.;
- is used to harass coworkers or other members of the school community.;
- creates a hostile work environment.;
- breaches confidentiality of school district students or employees.;
- harms the goodwill and reputation of the Board of Education in the community.

The Board has the following standards for the use of social media by employees:-

- Any social media account created to represent the district or school must be approved by the Superintendent, or designee.
- Staff who post on social media and refer to the Board of Education or school system, must make clear that they are employed by the Board and that the views posted are theirs alone and do not represent those of the Board.
- Posts shall not mention other school employees or members of the school community without their expressed consent.
- Any official logo may ~~The Board or District Logo~~ may not be used in posts without written consent from the Superintendent, or designee.
- Posts that reflect a disagreement with others should respond with factual information, not inflammatory comments.
- Staff members are responsible for what they write on social media.
- Employees may ~~not~~ use social media on the Board of Education equipment for non-work-related activities ~~provided it does~~ without permission. ~~Social media activities shall not~~ interfere with duties at work. The Board reserves the right to monitor its network and computers for compliance with this restriction.
- All social media posts must comply with the Board’s policies concerning confidentiality.
- Social media posts may not link to the Board website or contain Board materials without written permission from a supervisor.
- All Board policies that regulate off-duty conduct apply to social media activity.

Violation of this policy may lead to discipline up to and including the termination of employment.

Policy Adopted: June 2010

**Series 4000: Personnel**  
**Policy Updated: January 2023**



# **Policy 5131.2**

**Use of Private Technology Devices by Students  
– Revised Policy**

*Draft*



# SOUTHINGTON PUBLIC SCHOOLS

## Series 5000 Students

### USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

Students may possess privately-owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

#### Definitions

##### District Board Technology Resources

For the purposes of this policy, “District Board Technology Resources” refers to the district-issued Board’s computers and instructional technologies; communications and data management systems; informational technologies and network the Internet; and any other technology resources owned and/or used by the school district and accessible by students.

##### Privately Owned Technological Devices

For the purposes of this policy, “Privately Owned Technological Devices” refers to privately owned wireless and/or portable electronic equipment that can be used for word processing, wireless network Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, personal laptops, Smartphones, network enabled access devices, Kindles, Nooks, cellular telephones, radios, personal audio players, iPads, Androids, and other electronic devices.

#### Use of Privately-Owned Technological Devices

Privately-owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff, as outlined in Policy 6141.10 Bring Your Own Device. Use of any such device must comply with Policy 6141.9 Responsible Use of Student Technology.

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- ~~Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);~~
- ~~Gaining or seeking to gain unauthorized access to Board technology resources;~~
- ~~Damaging Board technology resources;~~
- ~~Accessing or attempting to access any material that is obscene or contains pornography;~~
- ~~Cyberbullying;~~
- ~~Using such device to violate any school rule, including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member; or~~



# SOUTHINGTON PUBLIC SCHOOLS

## Series 5000 Students

### USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

- ~~Taking any action prohibited by any Federal or State law.~~

#### Search of Privately-Owned Technological Devices

A student's privately-owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive **considering** in light of the age and sex of the student and the nature of the infraction.

#### Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately-owned technological devices. If a privately owned technology device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the **district Board** is not liable for any privately-owned technological device that is stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately-owned technological devices with other students.

#### Disciplinary Action

Misuse of ~~the Board's technology resources and/or the use of~~ privately-owned technological devices to access or utilize the **district Board's** technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action, **as deemed appropriate by the Superintendent or designee. See Policy 6141.9 Responsible Use of Student Technology.** ~~For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately-owned technological devices on school property or at school sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.~~

#### Access to Board Technology Resources

**Southington Public Schools provides technology to all students to facilitate instruction. See Policy 6141.10 Bring Your Own Device for details on using personal devices for educational purposes.**

~~It is the policy of the Southington Board of Education to permit students, using their privately-owned technology devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible to by students. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all~~



# SOUTHINGTON PUBLIC SCHOOLS

## Series 5000 Students

### USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The Board considers access to its technology resources to be a privilege and not a right. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log on and access procedures for using school accounts. No user may deviate from these log on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and any privately owned technological devices that access the same.

### **Harm to Board Technology Resources**

Any act by a student using a privately-owned technological device that harms the district's Board's technology resources, or otherwise interferes with or compromises the integrity of Board technology resources, will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Any user or device identified as a security risk, or as having a history of problems with other student technology computer systems, may be denied access to student technology.



# SOUTHTON PUBLIC SCHOOLS

Series 5000 Students

## USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

### Closed Forum

This policy shall not be construed to establish a public forum or a limited open forum.

### Legal References:

- Conn. Gen. Stat. § 10-233j Conn. Gen. Stat. § 31-48d
- Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250, *et seq.*
- Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 28
- U.S.C. §§ 2510 through 2520

Policy Adopted: July 2016  
Policy Revised: August 2020  
Policy Revised: January 2023



**Policy 6141.9**  
**Responsible Use of Technology**  
**– Revised Policy**  
*Draft*

Series 6000: Instruction

## **Student Technology**

### **Responsible Acceptable Use of Technology and Internet Safety**

The Board of Education provides student devices computers, a computer network, and curricular related software, known including Internet access and an email system, as well as electronic devices such as cellular telephones and personal data assistants (referred to collectively as "student technology, the computer systems" in order to enhance both the educational opportunities for our students and the business operations of the district.

The Board believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material no consistent with the education goals of Southington Public Schools. that student technology enhances the learning experience for all students. However, the Internet and electronic communications are is a fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. The Board acknowledges that while it is impossible to predict with certainty what information students might locate or encounter come into contact with, it shall comply with take all state and national child protection and student data privacy laws reasonable steps to protect students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors.

The Board shall implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students. Additionally, students shall take responsibility for their own use of all student technology school computers and computer systems to avoid contact with material or information that may be harmful.

All use must be in support of education and consistent with the educational goals, objectives, and priorities of Southington Public Schools. All tools and use shall be subject to the same scrutiny as school lockers. All use may be monitored to maintain the integrity of the system and to ensure proper and responsible use. Teachers and administrators will exercise supervision of student use and educate students on responsible use. It is expected students also self-monitor and comply with this policy, rules, procedures, and guidelines.

The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for educational purposes. The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

**Series 6000: Instruction****Legal References:**

- Children's Internet Protection Act, Pub. L. 106-554, codified at 47 USC §254h CT General Statute: §§53a-182b; 53a-183; 53a-250
- Electronic Communication Privacy Act, 18 USC §§2510-2520
- No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 USC §6777
- Protecting Children in the 21<sup>st</sup> Century Act, Pub. Law 110-385, codified at 47 USC §254(h)(5)(B)(iii)

Policy Adopted: February 2009

Policy Revised: May 2011

Policy Revised: June 2012

Policy Revised: January 2023

## Series 6000: Instruction

**Internet and Computers****Responsible Use of Technology** ~~Acceptable Use and Internet Safety Procedures~~

Southington Public Schools provides ~~We are pleased to offer students access to~~ online instructional materials that enhance the overall learning experience through student technology. The district's computers and computer networks, including access to electronic mail (email) and the Internet, as well as electronic devices (all of which will be referred to collectively as "computer systems"). Access to the school's computer systems will enable students to explore libraries, databases, and bulletin boards while exchanging messages with others. Such access is provided solely for education-related purposes. Use of the district's computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems. Access to the computers systems is a privilege and not a right. Students **must** will be required to adhere to a set of policies and procedures, as **detailed** set forth in detail below. Misuse of **student technology** the computer systems, or violations of these policies and regulations, may result in loss of access to **student technology** such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct in accordance with the Board's student discipline policy.

**Monitoring**

Students are responsible for good behavior **while using student technology** on school computer systems, just as they are in a classroom or a school hallway. **Online communications** Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with district standards and will act in a responsible and legal manner, **always** at all times in accordance with district standards, as well as with state and federal laws.

It is important that students and parents understand that the district, ~~as the owner of the computer systems,~~ reserves the right to monitor and review the use of **student technology** these computer systems. The district intends to monitor and review in a limited fashion but will do as needed to ensure that the systems are being used for district-related educational purposes.

As part of the monitoring and reviewing process, the district will retain the capacity to bypass any individual password of a student or other user. The system's security aspects, such as personal passwords and the message delete function for email, can be bypassed for these purposes. The district's ability to monitor and review **encompasses all district devices, all district accounts, and all district provided networks** ~~is not restricted or neutralized by these devices.~~ The monitoring and reviewing process ~~also includes, but is not limited to,~~ oversight of Internet site access, the right to review emails sent and received, the right to track students' access to blogs, electronic bulletin boards and chat rooms, the right to review a student's document downloading and printing. Therefore, all users must be aware that they should not have any expectation of personal privacy in the use of these computer systems.

**Series 6000: Instruction**

**Blocking or Filtering Obscene, Pornographic, and Harmful Information**

Southington Public Schools complies with all federal and state laws to filter or block software blocks or filters material and information that is obscene, pornographic, or otherwise harmful to minors, as defined by the Board, from reaching all school computers having Internet or electronic communications access. If that filter allows- Students shall report access to material and information that is obscene, pornographic, harmful to minors or otherwise in violation of this policy, students have the responsibility to report it to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

**No Expectation of Privacy**

All student technology School computers and computer systems are is owned by Southington Public Schools and is are always intended for educational purposes at all times. Students shall have no expectation of privacy when using student technology- the Internet or electronic communications. Like locker searches, the administration reserves the right to monitor, inspect, copy, review, and store (at any time and without prior notice) all usage of student technology- district computers and computer systems, including all Internet and electronic communications access and transmission or receipt of materials and information. All material and information accessed or received through student technology- district computers and computer systems shall remain the property of Southington Public Schools.

**Unauthorized and Unacceptable Users**

Students are permitted to use student technology- the district's computer systems for legitimate educational purposes. Personal use of student technology must adhere to the rules and regulations set in this policy, as well as Policy 6141.10. If a student engages in personal use of student technology, it must not interfere with district learning activities- computer systems is expressly prohibited.

Students may not use personal or district-issued devices in physical spaces (restrooms, locker rooms, etc.), where students or staff have a reasonable expectation of privacy.

Because technology and ways of using technology are constantly evolving, every unacceptable use of student technology- school computers and computer systems cannot be specifically described in this policy. Therefore, the examples of unacceptable uses below should not be considered an include, but are not limited to, the following

No student shall intentionally access, create, transmit, retransmit, or forward material or information that:

**Series 6000: Instruction**

- Interferes with student learning objectives.;
- Promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.;
- Contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings.;
- Harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability or handicap.;
- Is for personal profit, financial gain, advertising, commercial transaction, or political purposes.;
- Plagiarizes the work of another.;
- Uses inappropriate or profane language offensive in the school community.;
- Is knowingly false or could be construed as intending to purposely damage another person's reputation.;
- Is in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret.;
- Contains personal information about themselves or others, including information protected by confidentiality laws.;
- Uses another individual's Internet or electronic communications account.
- Impersonates another or transmits through an anonymous remailer.;
- Accesses fee services without specific permission from the system administrator.;
- Constitutes cyberbullying.;
- Accesses, or attempts to access social networking sites (e.g. Facebook, Twitter, MySpace, etc.) without a legitimate educational purpose.;
- Bypasses district Firewall or other blocking software.

**Security**

Security on the district **network** computer systems is a high priority. Students who identify a security problem while using **student technology** ~~the Internet or electronic communications~~ must immediately notify an administrator. Students shall not demonstrate the problem to other users. **Impersonating or gaining access to another user's account while using student technology** ~~Logging on to the Internet or electronic communications as a system administrator~~ is prohibited.

~~Students shall not:~~

- ~~• Use another person's password or any other identifier;~~
- ~~• Gain or attempt to gain unauthorized access to district computers or computer systems; and~~
- ~~• Trespassing in or tampering with any other person's folders, work, or files.~~

Any user identified as a security risk, or as having a history of problems with other **student technology** ~~computer systems~~, may be denied access to **student technology** ~~the Internet and electronic communications~~.

**Safety**

**Series 6000: Instruction**

The administration will take measures to:

- Assure the safety and security of students when using student technology-email, chat rooms, and other forms of direct electronic communications;
- Prohibit unauthorized access, including “hacking” and other unlawful activities by minors online;
- Prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students;
- Educate minor students about appropriate online behavior, including interacting with other individuals while online and cyberbullying awareness and response;
- Restrict students’ access to online materials harmful to minors, including obscene materials and child pornography;

**Vandalism**

Vandalism will result in a fine for the cost of replacement, or the removal-cancellation of student technology privileges, and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt operation of student technology-and-network within the district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software. See also Policy 6162 Care of Instructional Materials.

**Unauthorized Software**

Students are prohibited from using or possessing any software on district owned devices that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

**Assigning Student Projects and Monitoring Student Use**

Southington Public Schools will make every effort to see that student technology-the Internet and electronic communications-are is used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students’ use of technology-the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and evaluate and use information to meet their educational goals. All students shall be supervised by staff while using student technology-Students shall have specifically defined objectives and search strategies prior to accessing materials and information on the Internet and through electronic communications.

**Providing Student Technology Use is a Privilege**

**Series 6000: Instruction**

Use of **student technology** ~~the Internet and electronic communications~~ demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. While the use of **technology** ~~the Internet and electronic communications~~ is **an integral component of the curriculum**, ~~a privilege, not a right~~, failure to follow the procedures contained in this policy ~~could~~ **will** result in the loss of **technology access** ~~the privilege to use these materials~~, **reverting to the use of print materials**, and may result in school disciplinary action and/or legal action. Administration may deny, revoke, or suspend access to **student** ~~district~~ technology or close user accounts at any time.

**No Warranties**

The district makes no warranties of any kind, whether expressed or implied, related to the use **student technology**. The district will make every effort to **review** ~~of school computers and vet online curricular related materials~~ ~~computer systems, including access to the Internet and electronic communications services~~. Accessing ~~Providing access to~~ **non-curricular related** these services does not imply endorsement of the content, nor make any guarantee as to the accuracy or quality of **non-vetted** information received. The district shall not be responsible for any damages, losses or costs a student suffers in using **student technology** ~~the Internet and electronic communications~~. This includes loss of data and service interruptions. Use of any information obtained via **student technology** ~~the Internet and electronic communications~~ is at the students' own risk.

**Southington Public Schools Policy References:**

- (cf. 5114 - Suspension/Expulsion)
- (cf. 5130 - Bullying)
- (cf. 5130 - Cyberbullying)
- (cf. 5131 - Conduct)
- (cf. 5144 - Discipline)
- (cf. 6141.9 - Responsible Use of Technology for Students)

**Legal References:**

- Children's Internet Protection Act, Pub. Law 106-554, codified at 47 U.S.C. § 254(h) Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520
- No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. § 6777
- Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. § 254(h)(5)(B)(iii)
- 18 U.S.C. § 2256 (definition of child pornography)
- Miller v. California, 413 U.S. 15 (1973) (definition of obscene)
- Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 (computer-related offenses)
- Conn. Gen. Stat. § 53a-193 (definition of obscene)

**Series 6000:        Instruction**

Regulation Adopted:     February 2009

Regulation Revised:    May 2011

Regulation Revised     January 2023



**Policy 6141.10**  
**Bring Your Own Device Policy (BYOD) and**  
**Protocol for Use in Schools**  
**– Revised Policy**  
*Draft*

Series 6000: Instruction

**Bring Your Own Device Policy (BYOD) and Protocol for the Use of Technology in the Schools**

**Use of Personal Devices for Instruction**

Southington Public Schools provides all students with district-issued devices capable of participating in and completing all schoolwork.

At times, and only with the permission of the instructional staff, students may use personal devices (laptops, cell phones, etc.) to complete work. If students choose to do so, they will comply with Policy 6141.9, Responsible use of Student Technology and Policy 5131.2 Use of Private Technology Devices by Students.

**Electronic Devices**

~~The Board adopts this policy in order to maintain/promote an educational environment that is safe and secure district students and employees. The Board established that the acceptable use of electronic devices is to support instruction and as a means of communication under approved circumstances.~~

~~For the purposes of BYOD, a “device” means a privately owned wireless and/or portable electronic piece of equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), hand-held entertainment systems, laptops, netbooks, tablets/slates, iPod Touches, eReaders, cell and smart phones. While the District intends to permit such broad access, the District’s technology resources (Internet Bandwidth) have not been established as a public access service or as a public forum. Additionally, it is the expectation of the Board of Education that students and employees who access these resources while using personal electronic devices will act at all times in responsible and ethical ways which are in accordance with the District’s Acceptable Use Policies and with all local, state, and federal laws.~~

~~Students, with permission of their parent(s)/guardian(s), or the student him/herself if over eighteen years of age, may be in possession of personal electronic devices such as, but not limited to, smart phones, cellular telephones, laptops, tablets, eReaders, or other related electronic devices on school property.~~

~~The Board limits the use of these and other electronic devices by students during the school day in District buildings; on District property; on District buses and vehicles; during the time the students are under the supervision of the District. The Board may limit other electronic devices as appropriate. The District shall not be liable for the loss, damage or misuse of any electronic device.~~

~~The devices shall not be used in a manner that disrupts the educational process including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.~~

-

~~Access to the devices is a privilege and not a right. Each student will be required to~~

**Series 6000: Instruction**

follow the Acceptable Use and Internet Safety Policy.

**Internet**

Students may only access the Internet through the filtered District connection, regardless of whether they are using their personal device or a District-issued device. District staff will not provide software or technical assistance for student-owned devices. Personal internet-connective devices such as, but not limited to, cell phones/cell network adapters, are not permitted to be used to access outside internet sources at any time. Access to the District's wireless network, including the Internet shall be made available to students for instructional purposes in accordance with administrative regulations.

**Security and Damages**

The District, or any of its schools, is not liable for any device that is stolen or damaged. Responsibility to keep the device secure rests with the individual owner. If a device is stolen or damaged, it will be handled through the administrative office as other personal items are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to physically identify a student's device from others. Additionally, protective cases for technology are encouraged. Personal devices cannot be left on campus before or after school hours.

**Bring Your Own Device Student and Parent Agreement**

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her electronic devices while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Acceptable Use and Internet Safety policy.

Policy Adopted: September 2014

Policy Revised: January 2023

Series 6000: Instruction

**Bring Your Own Device Policy (BYOD) and Protocol for the Use of Technology in the Schools Procedures**

This regulation has been removed. All use of personal devices will fall under Policy 5131.2, Use of Private Technology Devices by Students and Policy 6141.9, Responsible use of Student Technology.

The following guidelines shall govern the manner in which the Bring Your Own Device (BYOD) policy and program are to operate within the District.

**Definitions**

A “device” means a privately owned wireless and/or portable electronic piece of equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), hand held entertainment systems, laptops, netbooks, tablets/slates, iPod Touches, eReaders, cell and smart phones.

**Teacher’s Role**

1. Teachers are facilitators of instruction in their classrooms. Therefore, they will not spend time on fixing technical difficulties with students’ personal devices in the classrooms. They will educate and provide guidance on how to use a device and troubleshoot simple issues, but they will not provide technical support. This responsibility resides at home with parents/guardians.
2. Teachers may communicate information regarding educational applications and suggest appropriate tools that can be downloaded to personal devices at home. Parents will need to assist their younger children with downloads if
3. they wish to follow teachers’ suggestions. No applications are to be downloaded at school.
4. Teachers will monitor to ensure appropriate use of technology in the classrooms.
5. It is understood that not every student has his/her own electronic device. To ensure equal accessibility to technology resources, teachers will provide students with technology available within the school.
6. The use of these student personal devices, as with any personally owned device, is strictly up to the teacher.

**Student’s Roles**

**Operating Principles for Use of Personal Devices on School Campus**

1. Devices cannot be used during assessments, unless otherwise directed by a teacher.
2. Students must immediately comply with teachers’ requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.
3. Students are not permitted to transmit or post photographic images/videos on public and/or social networking sites that are taken of any person on campus during the school day.

**Series 6000: Instruction**

4. ~~Personal devices must be charged prior to bringing them to school and run off their own batteries while at school.~~
5. ~~To ensure appropriate network filters, students will only use the District's wireless BYOD connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network.~~
6. ~~Students must be instructed that bringing devices on campus or infecting the networking with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the District's Acceptable Use and Internet Safety Policy and will result in disciplinary actions.~~
7. ~~The District has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.~~
8. ~~Students must be instructed that possessing or accessing information on school property related to "hacking", altering or bypassing network security policies is in violation of the Acceptable Use and Internet Safety Policy 6141.9, and will result in disciplinary actions.~~
9. ~~Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum and suggested by a teacher.~~
10. ~~Students are expected to print work at home, not at school.~~
11. ~~Personal devices may not be used to cheat on assignments or tests.~~
12. ~~Personal devices may not be used for non-instructional purposes, such as making personal phone calls and text/instant messaging with the exception of high school students during lunch and study hall in the cafeteria.~~
13. ~~Personal devices may not be used to send inappropriate e-messages while under the supervision of the district.~~

**Standards of Responsible Use**

All students in District schools must adhere to the following standards of responsible use:

1. ~~The district may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.~~
2. ~~Students are responsible at all times for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.~~
3. ~~Students must log in and use the District filtered wireless network during the school day on personal electronic devices.~~
4. ~~Students must not access, modify, download, or install computer programs files, or information belonging to others.~~
5. ~~Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).~~
6. ~~Students must not alter computers, networks, printers or other equipment except as directed by a staff member.~~
7. ~~Technology, including electronic communication, should be used for~~

**Series 6000: Instruction**

~~appropriate educational purposes only and should be consistent with the educational objectives of the District.~~

- ~~8. Students must not release personal information on the Internet or electronic communications.~~
- ~~9. If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.~~
- ~~10. Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.~~
- ~~11. Students shall adhere to all laws and statutes related to issues of copyright or plagiarism.~~
- ~~12. Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.~~

Regulation Adopted: — September 2014

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 1011.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Open Choice Stipend – New.

**Summary of Issue:** Approval of Job Description – Open Choice Stipend – New.

**Background:** N/A

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** \_\_\_\_\_

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

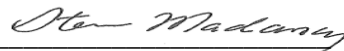
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

# **Open Choice Stipend - New**



# SOUTHINGTON PUBLIC SCHOOLS

## JOB DESCRIPTION

**TITLE:** Open Choice Liaison Stipend

**QUALIFICATIONS:**

1. Current JFK or JAD School employee.
2. Demonstrates knowledge of the Open Choice Program.
3. Demonstrates experience in working cooperatively and effectively with colleagues.
4. Demonstrates experience in working effectively with students.
5. Demonstrates organizational skills.

**REPORTS TO:** JAD or JFK Principal or designee

**SUPERVISES:** Open Choice Students

**JOB GOAL:** Work with administration, teachers, staff, specialists, parents/guardians to serve as a liaison between students, and staff and between students and parents. Provide a “homebase” for students enrolled in Open Choice.

**PERFORMANCE RESONSIBILITIES:**

1. Organize student/family transportation to and from special events.
2. Distribute Southington swag.
3. Establish a consistent location for students to utilize as a “homebase” once after school activities end, while students await transportation.
4. Organize and arrange for after school tutoring sessions for students academically struggling or requiring extension activities.

**TERMS OF EMPLOYMENT:** Annual appointment by the Board of Education.

**EVALUATION:** Performance to be evaluated annually by the Southington High School Principal or designee.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 1012.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Curriculum Specialist Stipend Review – New.

**Summary of Issue:** Approval of Job Description – Curriculum Specialist Stipend Review – New.

**Background:** N/A

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** \_\_\_\_\_

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

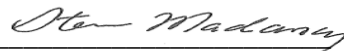
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

# **Curriculum Specialist Stipend Review - New**



# SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

**TITLE:** (LEVEL) (SUBJECT) CURRICULUM SPECIALIST

**QUALIFICATIONS:**

1. Demonstrate ability to identify effective instructional and technological resources to support curriculum requirements.
2. Demonstrate knowledge and experience with curriculum development and high yield practices in the discipline.
3. Demonstrate experience in working cooperatively and effectively with others.
4. Minimum of three years successful teaching experience in (subject) preferred.
5. Certification in (\_\_\_\_\_) required.
6. 092 Administrative Certification preferred.

**REPORTS TO:** District Coordinator, and/or Director of Teaching and Learning for Secondary Education

**JOB GOAL:** To assist in the coordination and implementation of (subject/level) curriculum and programs. The (subject/level) Curriculum Specialist will work closely with district administration and staff to facilitate professional learning, curriculum development, and implementation of educational programs.

**PERFORMANCE RESPONSIBILITIES:**

1. Exhibit leadership in curriculum and instruction.
2. Assist staff to provide coordinated curriculum and assessment.
3. Act as liaison between the Department and the Curriculum Coordinator and/or Director of Teaching and Learning.
4. Plan and facilitate professional learning experiences for staff.
5. Recommend materials, equipment, methods, and strategies to implement curriculum.
6. Coordinate selection of new textbooks, resources, curricula.
7. Coordinate vertical articulation of the curriculum in collaboration with the District Coordinator, Department Leaders and/or Director of Teaching and Learning.
8. Receive and oversee the distribution of textbooks, supplies and equipment for the department.
9. Meet with the District Coordinator and/or Director of Teaching and Learning to provide feedback and plan department work.
10. Perform any and all related duties assigned by the coordinator and/or Director of Teaching and Learning.

**TERMS OF EMPLOYMENT:** Annual appointment by the Board of Education (1 Year Grant-Funded Position.)

**EVALUATION:** Performance to be evaluated annually by the District Coordinator, and/or Director of Teaching and Learning.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 1013.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Food Service Director Job Description – Revised.

**Summary of Issue:** Approval of Job Description – Food Service Director Job Description – Revised.

**Background:** N/A

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** \_\_\_\_\_

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

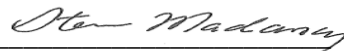
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

# **Food Service Director Job Description - Revised**



# SOUTHINGTON PUBLIC SCHOOLS

## JOB DESCRIPTION

**JOB TITLE:** FOOD SERVICE DIRECTOR

**QUALIFICATIONS:**

1. **Education and certification as outlined within the USDA Professional Standards Summary of Hiring Requirements for School Nutrition Program Directors.** ~~Minimum of Bachelors, Associates or Registered Dietician's Degree in food management, food & nutrition, culinary arts or related field from an accredited institution~~
2. **A minimum of 3-years' Successful** experience in school or other quantity food service management. Emphasis on nutrition, institutional management, and quantity food production.
3. **A minimum of 3-years' experience in basic business practices including financial statements and personnel management.**
4. Knowledge of food safety and sanitation procedures including hazard analysis and critical control point principals.
5. Maintain a valid Qualified Food Operator ~~Operator~~ **Manager** Certificate.
6. Understand basic accounting procedures.
7. ~~Knowledge and ability in the operation of computers and other information systems as related to food service administration~~ **Computer literacy is imperative. Experience with food service operations, Microsoft Office, Internet and E-mail essential.**
8. ~~Possess leadership skills and ability to organize, delegate, and supervise.~~
9. ~~Ability to interact with all levels of management and contracted service providers.~~
10. **Facilitates cooperation and leadership with employees and education partners such as administrators, teachers, parents, school district committees and students.**

**REPORTS TO:**

Director of Business and Finance

**SUPERVISES:**

The district's food service programs, personnel, and activities.

**JOB GOAL:**

The Director of Food Service is responsible for administration of the district's food service program in accordance with Federal and State requirements and the Southington Board of Education Policies.

**PERFORMANCE RESPONSIBILITIES:**

1. Develop and maintain the food service program in accordance with state and federal guidelines.
2. Maintain integrity and accountability of the Child Nutrition Program through compliance with all federal, state, and local regulations.
3. ~~Establish menus that are in compliance with the state meal pattern and encourage student participation.~~ **Develop and maintain high standards of food preparation, meal service, sanitation and safety with emphasis on menu appeal and nutritional value.**

JOBDESC.E04/RUTH

Revised 03-14-95; Revised 07-17-08

Revision Approved by Board of Education, November 12, 2009

Revision Approved by Board of Education, DATE

4. Operate a financial management system that provides a cost-effective program.
5. Maintain a purchasing system consistent with USDA, state, and local purchasing guidelines.
6. ~~Apply principles to establish and maintain high quality food production.~~
7. Provide an environment that protects the health of the school district's students and staff through high levels of sanitation standards.
8. Work with Nursing Supervisor and parents to implement district's Food Allergy Policy and **glycogen storage** plan modified meals for students with special dietary needs.
9. Hire, supervise, evaluate, and discipline, up to and including termination, cafeteria **food service** staff members.
10. Provide professional training including, but not limited to, food preparation, portion control, meal requirements, and accountability, use of equipment, product storage, and Hazard Analysis and Critical Control Point procedures. (HACCP)
11. Responsible for the maintenance all food service equipment.
12. Responsible for maintaining inventories in clean and temperature appropriate storage spaces.
13. Determine prices based on criteria that recovers costs and promotes affordable and healthy choices.
14. Recommend reimbursable meal prices to the Board of Education of approval, **following paid lunch equity guidance from the state.**
15. Act as the district educator and contact person in regard to healthy food certification.
16. Responsible for preparation and administration of the Food Service annual budget.
17. Oversee the district's free and reduced-price meals program in accordance with federal guidelines.

**TERMS OF EMPLOYMENT:**

The school calendar, plus ten days before, and nine days after the school calendar. Working conditions established by the Board of Education.

**EVALUATION:**

Performance of the job will be evaluated annually by the Director of Business and Finance.

# USDA Professional Standards

## Summary of Hiring Requirements for School Nutrition Program Directors



*SNA is your resource for professional standards!*

School Nutrition Program Directors – those hired on or after July 1, 2015 – are subject to the new education requirements below. Existing directors will be grandfathered in their current positions as well as in the Student Enrollment category where they are working. (School Nutrition Directors are individuals responsible for the operation of school nutrition for all schools under the education agency (LEA).

### SOUTHINGTON



Minimum Requirements for Directors	Student Enrollment 2,499 or less	Student Enrollment 2,500 – 9,999	Student Enrollment 10,000 or more
Minimum Education Standards (required) ( <i>new directors only</i> ).	<p>Bachelor's degree, or equivalent educational experience, with academic major in specific areas;*</p> <p><b>OR</b></p> <p>Bachelor's degree in any academic major, <u>and</u> State-recognized certificate for school nutrition directors;</p> <p><b>OR</b></p> <p>Associate's degree, or equivalent educational experience, with academic major in specific areas,* <u>and</u> at least one year of relevant school nutrition programs experience;</p> <p><b>OR</b></p> <p><u>High school diploma</u> (or GED) and three years of relevant experience in school nutrition programs.</p> <p>(LEAs with less than 500 students: State agency may approve a candidate that meets the educational standards but had less than three years of experience).</p>	<p>Bachelor's degree, or equivalent educational experience, with academic major in specific areas;*</p> <p><b>OR</b></p> <p>Bachelor's degree in any academic major <u>and</u> a State-recognized certificate for school nutrition directors;</p> <p><b>OR</b></p> <p>Bachelor's degree in any academic major <u>and</u> at least two years of relevant school nutrition programs experience;</p> <p><b>OR</b></p> <p>Associate's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; and at least 2 years of relevant school nutrition programs experience.</p>	<p>Bachelor's degree, or equivalent educational experience, with academic major in specific areas;*</p> <p><b>OR</b></p> <p>Bachelor's degree in any academic major, <u>and</u> a State-recognized certificate for school nutrition directors;</p> <p><b>OR</b></p> <p>Bachelor's degree in any major <u>and</u> at least five years of experience in management of school nutrition programs.</p> <p>*Specific majors/areas of concentration: food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field.</p>
Minimum Prior Training Standards (required) ( <i>new</i> )	At least 8 hours of food safety training is required either not more than 5 years prior to their starting date or completed within 30 calendar days of employee's start date.		

# USDA Professional Standards Summary of Continuing Education Requirements for ALL School Nutrition Employees



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## REQUIRED TRAINING FOR ALL SCHOOL NUTRITION EMPLOYEES

### **New and Current Directors**

**For School Year 2015-2016 ONLY: at least 8 hours of annual continuing education/training.**

Beginning school year 2016-2017: at least 12 hours of annual continuing education/training.

*This required continuing education/training is in addition to the food safety training required in the first year of employment.*

### **New and Current Managers**

**For School Year 2015-2016 ONLY: at least 6 hours of annual continuing education/training.**

Beginning school year 2016-2017: at least 10 hours of annual continuing education/training.

### **New and Current Staff**

**For School Year 2015-2016 ONLY: at least 4 hours of annual continuing education/training.**

Beginning school year 2016-2017: at least 6 hours of annual continuing education/training.

### **New and Current Part-Time Staff (less than 20 hours per week)**

Each year, at least 4 hours of annual continuing education/training (regardless of number of part-time hours).

**If hired January 1 or later, an employee may only complete half of the required training hours for that school year.**

*Training is an approved use of State Administrative Expenses (SAE) funds and a variety of training formats are allowed. States may use contractors or partner with other organizations (School Nutrition Association and National Food Service Management Institute, etc.) to provide training.*

# USDA Professional Standards Summary of Requirements for State Directors



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## HIRING STANDARDS FOR NEW STATE DIRECTORS

### State Director of Nutrition Program

A Bachelor's degree with an academic major in areas including food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field.

Extensive relevant knowledge and experience in areas such as institutional food service operations, management, business, and/or nutrition education.

Additional abilities and skills needed to lead, manage, and supervise people to support the mission of school nutrition programs.

### State Director of Distributing Agencies

A Bachelor's degree.

## MINIMUM PRIOR TRAINING REQUIREMENTS FOR ALL STATE AGENCY DIRECTORS

### Director of School Nutrition Program

At least **15** hours of annual continuing education/training.

Must PROVIDE, or ensure that State agency staff receives continuing education/training.

Must PROVIDE a minimum of **18** hours of training to SFAs each year.

### State Director of Distributing Agencies

Each year, at least **15** hours of annual continuing education/training.

Must PROVIDE, or ensure that State food distribution staff receives continuing Education training.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested X Agenda Code 1014.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – District Chef Job Description – New.

**Summary of Issue:** Approval of Job Description – District Chef Job Description – New.

**Background:** N/A

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** \_\_\_\_\_

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

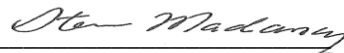
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description

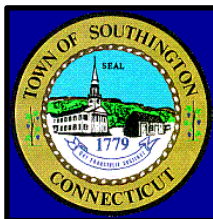


\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **District Chef Job Description - New**



# SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

**JOB TITLE:** DISTRICT CHEF

**QUALIFICATIONS:**

1. Culinary degree or certificate from accredited program/school
2. Sanitation certificate required
3. 3-5 years supervisory experience
4. Excellent knowledge of culinary ingredients/practices
5. Technical cooking skills
6. Creative skills
7. Motivate and lead staff in culinary methods
8. Experience in volume feeding/bulk cooking

**REPORTS TO:**

Food Service Director

**PRIMARY LOCATION:**

Southington High School

**SUPERVISES:**

Assists the café manager with the supervision of the meal service and cafeteria operation.

**SALARY RANGE:**

\$45,000 - \$55,000

**JOB GOAL:**

To instruct, train and supervise the day-to-day operation of the school cafeteria following USDA requirements for the NSLP & NSBP; providing meals to students that are nutritious and appetizing.

**PERFORMANCE RESPONSIBILITIES:**

1. Assist in planning and creating appealing menus that meet school nutrition standards; consider customer base, popularity, holidays, cost, and other applicable factors in planning menus.
2. Develop cost-effective menus that maintain nutrition integrity and meet all local, state and federal guidelines and regulations.
3. Provide culinary training to school nutrition managers and school nutrition staff to meet needs of students. Coach and motivate employees by creating shared understanding about division goals and initiatives.
4. Maintain food cost control through planning, forecasting, ordering, and receiving.
5. Oversee quality of food and sanitation of kitchen.
6. Test recipes and techniques for food preparation and presentation to ensure quality control.
7. Comply with operational fundamentals such as managing waste, standardized menus, recipes and ingredients through developing customer driven menus and labor or preparation standards.
8. Maintain all aspects of USDA meal and student confidentiality.

9. Ensure that all Hazard Analysis Critical Control Point (HACCP) requirements and standard operating procedures are up to date and enforced.
10. Assume all other duties and responsibilities as assigned by the Food Service Director necessary for the operation of the school food service program.

**TERMS OF EMPLOYMENT:**

Determined by the working agreement between the Southington BOE and NIPSEU.

**EVALUATION:**

Performance of this job will be evaluated annually by the Food Service Director and the Principal/Designee.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ X \_\_\_\_\_ Board Meeting Date March 23, 2023

Decision Requested \_\_\_\_\_ Agenda Code 10 m.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Asian Studies Course – First Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Asian Studies Course.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

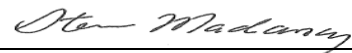
**Recommendation or Comment:** The Board of Education Curriculum & Instruction Committee is bringing the SHS – Asian Studies Course to the full Board for a First Reading.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

Unit Overview	Asian Studies
Unit Title:	Unit 1: History
Teacher:	Kilian Murphy & Kara Foley
Grade Level/Course:	10-12th grade
Length/Dates:	4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit examines how to construct thorough & complete explanations using historical sources provided by the instructor. Students can choose to construct their explanations using one of the following lenses: Women's Rights, China's treatment of the Uyghurs, or Ancient Chinese Dynasties & Shogunate Japan. Students are encouraged to focus on a topic listed above that interests them personally.

### Stage 1: Desired Results

#### Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

#### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

#### Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

#### Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- What content standards will be assessed and drive your unit?
  - **INQ 9-10.11:** Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.
  - **Hist 9-12.5:** Analyze how historical contexts shaped and continue to shape people's perspectives.
  - **Hist 9-12.8:** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

#### Essential Question(s):

These questions are related to the enduring

#### Unit Overarching Essential Questions:

- What role does perspective play in how history is told?
- Who writes history? (European, Chinese, Rich, Poor, Male, Female, etc...) Does it matter who writes history? Are historical records enough to give us a comprehensive look into the past?

understandings and provide relevance for the learning in the unit.

- What makes an explanation strong, weak, or limited?
- Why is acknowledging details with significant and pertinent information & data important in constructing an explanation?

Student-Driven Compelling Questions (Students will select one to explore further):

- To what extent do women share the same rights as men in China and Japan?
- How have womens' rights in China and Japan changed over time?
- To what extent does nationalism play a role in genocide?
- Is there anything wrong with being proud of your country, heritage, culture, etc...? When would being proud of your country, heritage, culture, etc...become a problem?
- To what extent were Chinese Dynasties & Shogunate Japan more advanced than Western Culture?

**Enduring Understanding(s):**  
What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

- Using sound reasoning, correct sequencing, and pertinent information and data creates a more clear explanation.
- Comparing the quality of information and data will help you determine what is pertinent and significant as well as help you acknowledge the strengths and weaknesses of the explanation.

Understandings that will vary based on student compelling questions (examples):

- Even though China and Japan have tremendous economic influence in the region and the world, women in these two countries do not have the same rights as men.
- Over time, China and Japan have become economically progressive, but treatment of women has not progressed at the same rate.
- Uyghurs are an ethnic minority in China that is experiencing a modern-day genocide at the hands of the Chinese government.
- Genocide follows 10 stages that often occur simultaneously and are not impossible to be stopped.
- Ancient Chinese Dynasties have influenced China's culture
- Ancient Chinese Dynasties & Shogunate Japan were more culturally, technologically and militarily advanced than Western cultures

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do (skilled at)...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<ul style="list-style-type: none"> <li>● Identify Historical Sources</li> <li>● Historical Contexts</li> <li>● Recognize perspectives/points of view</li> <li>● Data</li> <li>● Find Examples in sources</li> <li>● Explanations—what is an explanation and what are the parts of an explanation</li> <li>● Correct sequence of events/cause and effect</li> <li>● <u>Logical Fallacies</u></li> <li>● Know Vocabulary: <ul style="list-style-type: none"> <li>○ Womens' rights-</li> <li>○ Limitations on womens' rights-</li> <li>○ Genocide-</li> <li>○ Stages of genocide-</li> <li>○ Uyghurs-</li> <li>○ Nationalism-</li> <li>○ Dynasty-</li> <li>○ Shogun-</li> <li>○ Feudal Societal Structure-</li> <li>○ Samurai-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Understand &amp; articulate the connection between historical context and people's perspectives</li> <li>● Examine sources for accuracy, relevance, expertise, bias, and perspective</li> <li>● Distinguish significant and pertinent information and data</li> <li>● Construct an explanation</li> <li>● Use sound reasoning</li> <li>● Identify logical fallacies</li> <li>● Use correct sequence</li> <li>● Use relevant examples</li> <li>● Identify strengths and weaknesses in an explanation</li> <li>● Examine and acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples (data and/or information)</li> <li>● Compare past interpretations with Current Interpretations</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce?

##### Option 1: Netflix Special

1. **Goal:** Construct a thorough explanation of your topic using sound reasoning, sequencing, examples, and details.
2. **Role:** You have been hired by Netflix to create the next hit documentary mini-series.
3. **Audience:** Your mini-series will be viewed by the general public aged 14 and up. Netflix is expecting to categorize your work under the “Historical TV Documentaries” and “Based on Real Life” categories.
4. **Situation:** You have been asked to develop a 5 episode mini-series that thoroughly explains your topic to the audience.
5. **Product/Performance/Purpose:** You need to summarize each of your 5 proposed episodes. Each episode should focus on a significant aspect of your topic and the summary for that episode should provide adequate detail and information in order to educate and inform the audience. You can use the provided example as a template or create your own.
6. **Standards and Criteria for Success:** Netflix requires that your product meet the following standards:
  - Documentary must be titled
  - Documentary must contain 5 episodes
  - Each episode must have a title & related image
  - Each episode summary must provide significant information & detail
  - Provide a works cited slide at the end (MLA format)

- [Project Rubric](#)

Option 2: Slideshow/Presentation

- 7. Goal:** Construct a thorough explanation of your topic using sound reasoning, sequencing, examples, and details.
- 8. Role:** You are a historian presenting your knowledge about your topic.
- 9. Audience:** High school students visiting the museum on their annual field trip.
- 10. Situation:** You have been asked to speak at your local museum about your topic in order to educate the visiting high school students.
- 11. Product/Performance/Purpose:** You will create a Google Slide presentation to assist you in educating the museum visitors about your topic. You have been allotted 15 minutes to speak to your audience.
- 12. Standards and Criteria for Success:** Your product must meet the following standards:
  - Slideshow must be titled
  - Slideshow must contain images & graphics
  - Slideshow must provide audience with significant information & detail
  - Slideshow must provide a works cited slide (MLA format)
  - [Project Rubric](#)

**Stage 3: Instructional Design**

Big Picture:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will choose one of the below topics and learn more about one of them: <ul style="list-style-type: none"> <li>● women’s rights in China or Japan,</li> <li>● genocide of Uyghurs in China</li> <li>● ancient Chinese dynasties and Shogunate Japan</li> </ul>	I will learn about one of these topics to:  Develop an understanding of different perspectives about historical events.	When I can successfully complete one of the GRASP options.
How I will get there:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
<b>Lesson 1</b> I will learn: Who writes history? Does it matter who writes history? Terms include: Historical sources, historical context, perspective.	I will learn this because it is important to understand that history is influenced by circumstances such as perspective & available sources.	I will know I have learned this when I can examine & compare sources for accuracy, relevance, expertise, vested interest, and perspective and decide which source or combination of sources is most reliable.
<b>Lesson 1 Resources:</b> Tiananmen Square/Chinese government primary sources. (Embed links to different perspectives later: )		

<p><b>Lesson 2</b> I will learn about logical fallacies and why they are used.</p>	<p>Identifying logical fallacies will help me analyze primary source documents, explanations, and arguments.</p>	<p>Identify logical fallacies (worksheet?- start with general examples and then provide specific examples from Asian History)</p>
<p><b>Lesson 3</b> I will explain the role perspective plays in the usefulness of historical sources.</p>	<p>It's important to think critically about all available historical sources because viewing a select few sources may not give a well-rounded view of the past.</p>	<p>I can understand &amp; articulate the connection between historical context and people's perspectives. <i>Could be a debate or turn and talk.</i></p>
<p><b>Lesson 4</b> I will learn the components of a strong explanation.</p>	<p>I will learn this because knowing the different components of a strong explanation can help me create my own strong explanations in the future as well as identify weaknesses in the arguments of others.</p>	<p>I will know I have learned this when I can use relevant examples, correct sequence and sound reasoning in an explanation of my own (can be about any topic). As well as examine &amp; acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples in the explanation of a peer.</p>
<p><b>Lesson 5</b> I will apply the components of a strong explanation.</p>	<p>I will learn this because constructing explanations is an important life skill.</p>	<p>I will know I have learned this when I can construct an explanation about what happened at Tiananmen Square on 4/15/1989.</p>
<p>ASSESSMENT -Fallacies and Characteristics of Strong Explanations and Support ( Interim x3)</p>		
<p>I will learn what dynasties are.</p>	<p>I will learn this because dynasties were the political, cultural and economic foundations of Ancient Chinese society. If I select Ancient China and Japan for my GRASP I will need to understand the meaning and influence of dynasties.</p>	<p>I will know I have learned this when I can create a modern example of a dynasty from ONE of the following genres: politics, music, literature (?) sports. (Voice and Choice option- students may propose another option if inspiration sparks their genius/creativity!)</p>
<p>I will learn what Feudal Social Structure is. (The learning target could be omitted from the board on this day. The students could be required to come up with the learning target based on the "Feudal M &amp; Ms/ Starburst" Activity. This could be an EXIT TICKET.)</p>	<p>I will learn this because feudal societal structure formed the political, cultural and economic foundations of Ancient and Medieval Japanese society. If I select Ancient China and Japan for my GRASP, I will need to understand the meaning and implications of feudal societal structures..</p>	<p>I will know I have learned this when I can create a diagram of Feudal Japanese societal structure and explain the dynamics of Feudal Japanese society.</p> <p>VOICE AND CHOICE: Have students CHOOSE ONE of these options: I can create a <a href="#">SEE-IT MODEL</a> that explains a feudal society.</p>

		<p>I can create an analogy that explains a feudal society.</p> <p>I can create a mathematical equation/formula that explains a feudal society.</p> <p>(NOTE TO SELF: use this as an activity-Modified "Feudal M &amp; M's" (Starburst) Simulation Analysis-explain activity to Kara)</p>
<p>I will learn who the Shogun and Samurai were and how they influenced Feudal Japanese society.</p>	<p>I will learn this because feudal societal structure formed the political, cultural and economic foundations of Ancient and Medieval Japanese society. If I select Ancient China and Japan for my GRASP, I will need to understand the meaning and implications of feudal societal structures</p>	<p>I will know I have learned this when I can create a diagram of Feudal Japanese societal structure and explain the dynamics of Feudal Japanese society.</p>
<p>I will learn what rights women had in Ancient China and Japan.</p>	<p>I will learn that the male dominant/paternalistic perspective in history is not necessarily the women's perspective - an extremely important perspective of history that is often untold. Opening up your mind to a different perspective encourages growth.</p> <p>If I have selected women's rights in China and Japan as my GRASP, I will need to understand the historical evolution of women's rights in these nations as well as the political, social and economic implications of the evolution of these rights.</p>	<p>I will know I have learned this when I can create a timeline that explains or illustrates the evolution of women's rights and limitations in Ancient China and Japan.</p>
<p>I will learn what rights women had in China and Japan during the 1700s and 1800s.</p>	<p>I will learn that the male dominant/paternalistic perspective in history is not necessarily the women's perspective - an extremely important perspective of history that is often untold. Opening up your mind to a different perspective encourages growth.</p> <p>If I have selected women's rights in China and Japan as my GRASP, I will need to understand the historical evolution of women's rights in these nations as well as the political, social and economic</p>	<p>I will know I have learned this when I can create a timeline that explains or illustrates the evolution of women's rights and limitations in China and Japan during the 1700s and 1800s..</p>

	implications of the evolution of these rights.	
I will learn what rights women in China and Japan have gained during the 20th and 21st centuries.	<p>I will learn that the male dominant/paternalistic perspective in history is not necessarily the women's perspective - an extremely important perspective of history that is often untold. Opening up your mind to a different perspective encourages growth.</p> <p>If I have selected women's rights in China and Japan as my GRASP, I will need to understand the historical evolution of women's rights in these nations as well as the political, social and economic implications of the evolution of these rights.</p>	I will know I have learned this when I can create a timeline that explains the evolution of women's rights and limitations in China and Japan during the 20th and 21st centuries.
I will learn what nationalism and extreme nationalism are.	I will learn this because nationalism is a major contributing factor to genocides. If I select the genocide of Uyghurs in China as my GRASP, I will need to understand the role nationalism plays in genocide.	I will know I have learned this when I can complete the <a href="#">Frayer Model</a> about nationalism.
I will learn what genocide is, including the ten stages of genocide.	<p>I will learn this because it is important to understand how nationalism influences the behaviors of individuals and groups.</p> <p>I will learn this so that I can use my prior knowledge to correctly identify historical examples of genocide that have already taken place.</p>	<p>Completion of a jigsaw activity about the ten stages of genocide and/or write a summary that explains the ten stages of genocide.</p> <p>What about the idea of creating a <a href="#">FLOW MAP</a> for the stages? The Jigsaw activity could be used for collaborative purposes. The <a href="#">FLOW MAP</a> could be used for students to demonstrate they have learned the 10 stages of genocide..</p>
I will learn who the Uyghurs are. I will learn about the history of the Uyghurs.	<p>I will learn this because it's important to understand the background and perspective of different cultural groups in society.</p> <p>I will learn this to be able to <b>PREDICT</b> how the Chinese government has treated and is treating the Uyghurs in the 21st century.</p>	I will know I have learned this when I can summarize who the Uyghurs are and their history. (Too much?)

<p>I will learn how the Chinese government has treated the Uyghurs and its motivations for doing so. I will learn how the treatment of the Uyghurs has been viewed or seen by non-Chinese government officials.</p>	<p>I will learn this because it's important to understand different perspectives of an historical event.</p>	<p>I will know I have learned this when I can complete a graphic organizer that explains the different perspectives of the treatment of the Uyghurs.</p>
<p>I will learn which stages of genocide are applicable to the Uyghur's experiences and how.</p>	<p>If I select the genocide of the Uyghurs as my GRASP, I will need to be able to correctly identify the stages of genocide that have been and are taking place in 21st century China.</p>	<p>I will know I have learned this when I can create a <a href="#">FLOW MAP</a> about the genocide of the Uyghurs by the Chinese government.</p> <p>OR</p> <p>I will know I have learned this when I can create a <a href="#">DOUBLE-BUBBLE MAP</a> that compares the genocide of the Uyghurs with The Holocaust.</p>
<p>GRASPS - Netflix Special or Slideshow Presentation</p>		

Unit Overview	
Unit Title:	Unit 2: Culture
Teacher:	Kilian Murphy & Kara Foley
Grade Level/Course:	10th - 12th grade
Length/Dates:	4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit examines how to construct thorough & complete explanations using independent research. Students can choose to construct their explanations using the lens of their choice. Students are encouraged to focus on a topic relating to Asian Culture that interests them personally.

### Stage 1: Desired Results

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. (INQ 1, 4, 5) ( <a href="#">Disciplinary Transfer Goals</a> )

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
What content standards will be assessed and drive your unit? ( <a href="#">Macro</a> ) ( <a href="#">CT Frameworks</a> )
<p><b>Hist 9-12.6:</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p><b>INQ 9-10.11:</b> Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information &amp; data, while acknowledging the strengths &amp; weaknesses of the explanation given its purpose.</p> <p><b>INQ. 9-10.6:</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide</p>

**Essential**

**Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Unit Overarching Essential Questions:

- How do art and music reflect cultural ideas and personality?
- How are art and music a reflection of history?

Student-Driven Compelling Questions (Students will select one to explore further):

- What types of art and music are there in Chinese and Japanese culture?
- What are Kabuki and Noh Theater and how do they compare with western theater/Broadway?
- What genres of Asian movies are there and how do they differ from western cinema?
- How do Asian movies influence western culture and western moviemaking?
- Who is Akira Kurosawa and how has he influenced moviemaking internationally?
- What types of martial arts are there?
- How and why did martial arts originate?
- What are the martial arts and how do they reflect culture?
- How does technology impact the influence that (art, music, films, martial arts) has on western culture?

**Enduring**

**Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

- Art and music are used as forms of communication and self-expression.
- Art and music are a reflection of how people live and what they value.

Understandings that will vary based on student compelling questions (examples):

- Akira Kurosawa has had a significant influence on western films and filmmakers.
- Martial Arts was and remains both a type of philosophy and form of self-defense, personally and internationally.
- Martial Arts influences Eastern and Western cultures.
- K-pop & J-pop have influenced Eastern and Western cultures.
- Kabuki & Noh theater reflect medieval Japanese history & culture.

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do (skilled at)...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<ul style="list-style-type: none"> <li>● Historical Contexts-</li> <li>● Perspectives-</li> <li>● Significant and pertinent information and data-</li> <li>● Concept Map</li> <li>● Martial Arts</li> <li>● Anime</li> <li>● Manga</li> <li>● K-Pop</li> <li>● Kabuki Theater and Noh Theater</li> <li>● Akira Kurosawa</li> <li>● Shodo ( Japanese Calligraphy)</li> <li>● Ikebana (Art Arrangement)</li> <li>● Taiko (Japanese Drums)</li> <li>● Green Tea Ceremony</li> <li>● Bonsai Trees</li> <li>● Ukiyo-e (Woodblock prints)</li> <li>● Shadow Puppets (Chinese)</li> <li>● Chinese Zither (Musical Instrument)</li> <li>● Shu Fa (Chinese Calligraphy)</li> <li>● Paper Cutting (Chinese)</li> <li>● Jing Ju/ Peking Opera (Chinese)</li> </ul>	<ul style="list-style-type: none"> <li>● Examine sources for accuracy, relevance, expertise, and perspective</li> <li>● Construct an explanation</li> <li>● Use sound reasoning</li> <li>● Identify logical fallacies</li> <li>● Use correct sequence</li> <li>● Use relevant examples</li> <li>● Identify strengths and weaknesses in an explanation</li> <li>● Examine and acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples (data and/or information)</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce?

#### Museum Exhibits

- **Goal:** To transform the classroom into a museum on Asian Culture.
- **Role:** You have been hired by the Murphy Museum to create an exhibit on the topic of your choice relating to Asian Culture.
- **Audience:** Your audience will be your contemporaries as well as other museum visitors.
- **Situation:** You have been asked to create 1 exhibit on your topic, your exhibit can contain any medium/form that best suits your topic. Examples include: artwork, audio, videos, etc... Each piece of your exhibit must be accompanied by a “wall panel” (label).
- **Product/Performance/Purpose:** You need to explain your answer to your essential question through your exhibit and accompanying labels. Your exhibit should provide adequate detail and information in order to educate and inform the audience.
- **Standards and Criteria for Success:** The Murphy Museum requires that your exhibit meet the following standards:

- Exhibit must be titled (example: *Broadway vs Kabuki - a Cultural Comparison*)
- Each portion of the exhibit must have a label accompanying it to explain its significance and relation to the essential question.
- Each exhibit must provide significant information & detail
- Submit works cited (MLA format) via Canvas (KILLIAN - have the MLA page be an assignment on Canvas so things are organized and kids get a reminder to complete it)
- [Project Rubric](#)

### Stage 3: Instructional Design

Big Picture:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will choose a topic about Asian Culture that interests me. Options include <b>but are not limited to</b> : <ul style="list-style-type: none"> <li>● Martial Arts</li> <li>● Theater</li> <li>● Music</li> <li>● Art</li> <li>● Horticulture</li> <li>● Movies</li> <li>● Books</li> <li>● Manga &amp; Anime</li> <li>● Calligraphy</li> <li>● Tea Ceremonies</li> <li>● Architectural Style</li> </ul>	I will learn about one of these topics to: Gain a greater understanding of the cultural similarities and differences that exist between Asian and Western culture and the impact that these cultures have on one another.	When I can successfully complete the GRASP.
How I will get there:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
<b>Lesson 1</b> I will learn what types of sources are reliable. I will learn where to locate reliable sources of information.	I will learn this because it is critical to the research process to be able to incorporate accurate content in any outcome/project.	I will know I have learned this when I can correctly identify reliable sources from a menu of options of sources about The Nanjing Massacre.
<b>Lesson 2</b> I will learn the difference between websites and databases.	I will learn this because it is critical to the research process to be able to incorporate accurate content in any outcome/project.	I will know that I have learned the difference between databases and generic websites when I am able to complete a graphic organizer that distinguishes between these two types of sources.
<b>Lesson 3</b> I will learn how to correctly cite my	I will learn this because it is important to give credit to the	I will know that I have learned this when I can create a works cited

sources. Use <a href="#">SCRIBBR</a> for this.	individual(s) who provided me with the content for my performance task.	page with at least 3 correctly cited sources using MLA format.
ASSESSMENT - Student Outcome of Previous Lesson (works cited page) will be graded as an interim assessment.		
<b>Lesson 4</b> I will learn what a concept map is. I will learn what Essential and Supporting Questions are.	I will learn this because designing a guide/map/outline is important in organizing and preparing my research.	I will know that I have learned what a concept map is when I have created my own concept map for my performance task. I will know that I have learned what EQs and SQs are when I have created my own concept map for my performance task.
<b>Lesson 5</b> I will learn about the topic that I have selected to research. (3-5 days)	I will learn about this because it interests me and will help me complete the performance task.	I will know that I have learned about my chosen topic when I have completed my museum exhibit. (Criteria and rubric located in GRASP)
GRASP-Museum Exhibits		
<b>Lesson 6</b> I will learn about the topics my peers have selected to research and provide meaningful feedback.	I will learn about this because my feedback will help improve my own work and the work of my peers.	I will know that I have learned about this when I can answer the questions provided about my peer exhibits.

Unit Overview	
<b>Unit Title:</b>	Unit 3: Economics, Environment and Ecology
<b>Teacher:</b>	Kilian Murphy & Kara Foley
<b>Grade Level/Course:</b>	9th-12th
<b>Length/Dates:</b>	4 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	<p>This unit examines how to construct complete and thorough arguments using a variety of historical sources provided by the instructor. Students can choose to construct their argument from one of the following compelling issues:</p> <ul style="list-style-type: none"> <li>● China's Belt &amp; Road Initiative</li> <li>● Fukushima Nuclear Power Plant</li> <li>● Population Growth</li> <li>● Tiananmen Square Massacre's impact on China's political &amp; economic development</li> <li>● Covid-19's impact on globalization in relation to China, Japan, Korea &amp; India.</li> <li>● China's status as a "superpower" vs a regional power.</li> </ul>

### Stage 1: Desired Results

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<p>Students identify, explain, &amp; determine the most relevant &amp; valid sources that take into consideration multiple points of view (INQ 6)</p> <p>Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)</p> <p>As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)</p> <p><a href="#">(Disciplinary Transfer Goals)</a></p>

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p><b>Citizenship Transdisciplinary Goal:</b> Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.</p>

## Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit? ([Macro](#)) ([CT Frameworks](#))

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering compelling & supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, & the potential uses of the sources.

**INQ 9-12.8** Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

**INQ 9-12.10** Construct **arguments** using precise & knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

### Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Unit Overarching Essential Questions:

- What is economics?
- What are capitalism, socialism, and communism?
- What is the difference between an agrarian and industrial economy?
- What is ecology?
- What is the relationship between economics, ecology and the environment? OR How does economics impact the environment?

Student-Driven Compelling Questions:

- To what extent has China's Belt and Road Initiative benefited society?
- To what extent was Japan prepared for the 2011 Sendai Earthquake and Tsunami? Or To what extent was the Fukushima Nuclear Power Plant prepared for the 2011 earthquake and tsunami?
- To what extent has China addressed its concerns about population growth?
- What is globalization? To what extent has it impacted international relations? How has the pandemic impacted international relations and globalization, with respect to China, Japan, and India?
- To what extent did Tiananmen Square impact China's political and economic development in the late 20th/ 21st century?
- To what extent is China a legitimate "superpower" or is it just a regional power?

### Enduring Understanding(s):

What are the big picture understandings that are transferable

Students will understand that...

- Capitalism, socialism and communism are different economic systems.
- The type of economic system a nation has impacts political, social and business priorities.
- There is a correlation between the type of economy, agrarian or industrial, and the impact on the environment.

across contexts, places, and times?

Understandings that will vary based on student compelling questions (examples):

- The Tiananmen Square Massacre had global/international, economic and political implications for China.
- China’s modernization in the late 20th Century to the early 21st Century has enabled it to be considered a modern day “superpower”, alongside the United States.
- Population growth in Asia has put enormous strains on economic, political and social relationships regionally and globally.
- China’s Belt and Road Initiative has broad political, economic, and environmental implications.
- The COVID-19 pandemic has had a significant impact on globalization.
- The Fukushima Nuclear Power Plant meltdown has political, economic and environmental implications for the future of nuclear power/energy.

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do (skilled at)...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Concept Maps  
 Compelling Questions  
 Supporting Questions  
 Claims  
 Counterclaims/rebuttals

Know Vocabulary:  
 Capitalism  
 Socialism  
 Communism  
 Malthus Population Theory  
 China’s One Child Policy  
 China’s Two Child Policy  
 China’s Three Child Policy  
 Ecology  
 Environment  
 Globalization  
 COVID-19  
 Superpower  
 Tiananmen Square Massacre  
 Belt & Road Initiative  
 Sendai Earthquake and Tsunami  
 Fukushima Nuclear Power Plant

- Examine sources for accuracy, relevance, expertise, and perspective
- Find relevant information from multiple sources.
- Identify the relationship the author makes between the claim made and the evidence used to determine strengths and/or limitations/inconsistencies.
- Use the evaluated evidence to revise or strengthen claims.
- Synthesize evidence and choose what’s most effective to support an argument
- Identify and craft a counterclaim and prove it weaker than other evidence

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

March 2023

## Assessment Evidence

What will the student produce?

- **Goal:** To write a persuasive piece
- **Role:** You are a writer publishing an opinion piece in the national newspaper about your chosen topic.
- **Audience:** Newspaper readers
- **Situation:** You are a passionate writer looking to write an argumentative/persuasive letter in your favorite newspaper about your chosen topic.
- **Product/Performance/Purpose:** You need to convince the reader that your stance on your topic is correct by backing up your claim with sufficient evidence and a compelling counterclaim.
- **Standards and Criteria for Success:** Your letter should be:
  - Typed
    - Times New Roman
    - font size 12
    - double spaced
  - Include a works cited page (MLA format)
  - [Rubric](#)

### Stage 3: Instructional Design

Big Picture:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will choose a topic about Asian Economics or Politics that interests me. Options include: <ul style="list-style-type: none"><li>● China's Belt &amp; Road Initiative</li><li>● Fukushima Nuclear Power Plant</li><li>● Population Growth</li><li>● Tiananmen Square Massacre's impact on China's political &amp; economic development</li><li>● Covid-19's impact on globalization in relation to China, Japan, Korea &amp; India.</li><li>● China's status as a "superpower" vs a regional power.</li></ul>	I will develop an understanding of the complex relationship between political and economic systems.  I will develop empathy for those who have faced social and economic challenges created by natural disasters and political unrest.	When I can successfully complete the GRASP.
How I will get there:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?

<p><b>Lesson 1</b> I will learn 3 types of economic systems.</p>	<p>I will learn this because I need to understand the 3 different economic systems and how they influence the world today.</p>	<p>I will know I have learned this when I can correctly define each economic system and match the definition to an example of each.</p>
<p><b>Lesson 2</b> I will explain the difference between a farming/agrarian economy and an industrial economy.</p> <p>I will identify the advantages and disadvantages of farming and industrial economies.</p>	<p>I will learn this because I need to understand how the foundation or base of an economy influences a nation's culture and environment.</p>	<p>I will know I have learned this when I create a Canva poster that differentiates between a farming and industrial economy.</p>
<p><b>Lesson 3</b> I will learn the basic principles of ecology.</p>	<p>I will learn this because I need to understand the relationship between ecology, culture and economics.</p>	<p>I will know I have learned this when I complete an exit ticket/slip that requires me to summarize ecology and explain the relationship between ecology, culture and economics.</p>
<p><b>Lesson 4</b> I will summarize how globalization affects the modern world.</p>	<p>I will learn this because I will need to understand this if I select this issue from my performance task.</p>	<p>I will know I have learned this when I create a political cartoon that explains globalization.</p>
<p><b>Lesson 5</b> I will explain Malthus' Theory of population.</p>	<p>I will learn this because I will need to understand Malthus' Theory if I select the performance task about population growth and the strain on society.</p>	<p>I will know I have learned this when I analyze a variety of political cartoons and excerpts about Malthus' Theory of Population.</p>
<p><b>Lesson 6</b> I will choose one of the topics below to investigate in depth:</p> <ul style="list-style-type: none"> <li>● China's Belt &amp; Road Initiative</li> <li>● Fukushima Nuclear Power Plant</li> <li>● Population Growth</li> <li>● Tiananmen Square Massacre's impact on China's political &amp; economic development</li> <li>● Covid-19's impact on globalization in relation to China, Japan, Korea &amp; India.</li> <li>● China's status as a "superpower" vs a regional power.</li> </ul> <p>I will create a concept map for my chosen performance task topic.</p>	<p>I will need to use the concept map to guide and organize my research for the performance task.</p>	<p>I will know that I have learned what a concept map is when I have created my own concept map for my performance task. I will know that I have learned what EQs and SQs are when I have created my own concept map for my performance task</p>

GRASP-PERSUASIVE NEWSPAPER ARTICLE

Unit Overview	
<b>Unit Title:</b>	Unit 4: Conflict Resolution/Problem Solving
<b>Teacher:</b>	Kilian Murphy & Kara Foley
<b>Grade Level/Course:</b>	9th-12th
<b>Length/Dates:</b>	2 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	<p>This unit examines how to construct complete and thorough arguments using a variety of historical sources that they have conducted research from. Students can choose to construct their argument from one of the following compelling issues:</p> <ul style="list-style-type: none"> <li>● China-Taiwan Crisis</li> <li>● Amending Article 9 of the Japanese Constitution</li> <li>● Japanese Internment Camps</li> <li>● Immigration and treatment of Chinese in the U.S. during the 19th Century</li> <li>● Urbanization and overpopulation in India</li> <li>● Public Health (including disease &amp; water scarcity) issues in India</li> </ul>

### Stage 1: Desired Results

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> <li>1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. (INQ 1, 4, 5)</li> <li>2. Students identify, explain, &amp; determine the most relevant &amp; valid sources that take into consideration multiple points of view (INQ 6)</li> <li>3. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)</li> <li>4. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)</li> </ol>
( <a href="#">Disciplinary Transfer Goals</a> )

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Citizenship Transdisciplinary Goal</b> Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.</p>

**Priority Standards for the Unit Grade Level/Subject Standard(s)**

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit? ([Macro](#)) ([CT Frameworks](#))

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering compelling & supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, & the potential uses of the sources.

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.8** Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

**INQ 9-12.10** Construct **arguments** using precise & knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Unit Overarching Essential Questions:

Student- Driven Compelling Questions:

For this unit students will craft their own unique compelling questions beginning with the sentence starter “To What Extent...” based on the topic they have chosen from the menu provided. Students will also choose the perspective of the issue from which they will craft their argument from.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

Understandings that will vary based on student compelling questions (examples):

- There is a correlation or connection between urbanization and overpopulation in India.
- There is a correlation or connection between overpopulation in India and the public health issues confronting India.
- India’s failure/struggles to address overpopulation and public health issues has global implications.
- The Taiwan Strait Crisis has broad political and economic implications in the 21st century.
- Amending Article 9 of the Japanese Constitution has broad political, military and economic implications for Japan and the world.
- The idea of reparations for Japanese and Chinese Americans who were discriminated against in the United States. (19th Century -Chinese Exclusion Acts. 20th Century- Japanese Internment Camps)

**What will students know...****What will students be able to do (skilled at)...**

Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>Concept Maps Compelling Questions Supporting Questions Claims Counterclaims/rebuttals</p> <p>Know Vocabulary: First Taiwan Strait Crisis 1954 Second Taiwan Strait Crisis 1958 Third Taiwan Strait Crisis 1995-96 China-Taiwan Crisis- 21st Century Amendment 9 of Japanese Constitution Burlingame-Seward Treaty 1868 Chinese Exclusion Acts 1882</p> <ul style="list-style-type: none"> <li>• <a href="#">Resource 1</a>; <a href="#">Resource 2</a></li> </ul> <p>Geary Act of 1892 Japanese Internment Camps Reparations Korematsu v. United States (1944) Urbanization Sanitation Infectious disease Water Scarcity</p>	<ul style="list-style-type: none"> <li>• Find relevant information from multiple sources.</li> <li>• Examine sources for accuracy, relevance, expertise, and perspective</li> <li>• Construct an explanation</li> <li>• Use sound reasoning</li> <li>• Use correct sequence</li> <li>• Examine and acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples (data and/or information)</li> <li>• Identify and craft a counterclaim and prove it weaker than other evidence</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce?
<p><b>Goal:</b> To educate the public about your chosen topic.</p> <p><b>Role:</b> You are a news anchor.</p> <p><b>Audience:</b> Your audience will be the viewers of your national news channel.</p> <p><b>Situation:</b> You are a passionate reporter reporting about your chosen topic.</p> <p><b>Product/Performance/Purpose:</b> You need to educate the viewer on your topic, giving the audience both perspectives of the event.</p> <p><b>Standards and Criteria for Success:</b> Your report should:</p> <ul style="list-style-type: none"> <li>• Be recorded via flipgrid (<i>you are the news anchor providing us with the story!</i>)</li> <li>• Include a minimum of 3 pictures to give your audience context and reference.</li> <li>• Provide significant detail regarding the topic</li> </ul>

- Be a minimum of 2 minutes in length
- Include a works cited page (MLA format)
- [Rubric](#)

### Stage 3: Instructional Design

<b>Big Picture:</b>		
<b>What will I learn?</b>	<b>Why will I learn this?</b>	<b>How will I know when I have learned it?</b>
<p>I will choose a topic about Conflict Resolution/Problem Solving that interests me. Options include:</p> <ul style="list-style-type: none"> <li>• China-Taiwan Crisis</li> <li>• Amending Article 9 of the Japanese Constitution</li> <li>• Japanese Internment Camps</li> <li>• Treatment of Chinese in the U.S. during the 19th Century</li> <li>• Urbanization and overpopulation in India</li> <li>• Public Health (including disease &amp; water scarcity) issues in India</li> </ul>	<p>I will develop empathy for those who have faced social and economic challenges created by natural disasters and political unrest.</p> <p>I will develop an understanding of different perspectives about historical events.</p>	<p>When I can successfully complete the GRASP.</p>
<b>How I will get there:</b>		
<b>What will I learn?</b>	<b>Why will I learn this?</b>	<b>How will I know when I have learned it?</b>
<p><b>Lesson 1</b> I will identify causes of historical conflict and ways conflicts have been resolved.</p>	<p>I will learn this because I need to be able to identify the reasons why conflicts occur and how they have been resolved.</p>	<p>I will know I have learned this when I have identified an example of historical conflict and explained how that conflict was resolved.</p>
<p><b>Lesson 2</b> I will choose one of the topics below to investigate in depth:</p> <ul style="list-style-type: none"> <li>• China-Taiwan Crisis</li> <li>• Amending Article 9 of the Japanese Constitution</li> <li>• Japanese Internment Camps</li> <li>• Treatment of Chinese in the U.S. during the 19th Century</li> </ul>	<p>I will need to use the provided organizers to guide and organize my research for the performance task.</p>	<p>I will know that I have learned my topic when I have created my script for the performance task and have gotten it approved before I record my video.</p>

<ul style="list-style-type: none"><li>• Urbanization and overpopulation in India</li><li>• Public Health (including disease &amp; water scarcity) issues in India</li></ul>		
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**GRASP - Reporting the News**



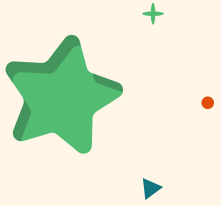
# Asian Studies

$\frac{1}{2}$  year course  
9th - 12th grade



# Course Overview

This course will explore the long relationship among the countries of China, India, Japan, Korea and other southeast Asian countries as well as their influence on the global stage. This course focuses on the themes of **“History”, “Culture”, “Economics, Environment, and Ecology”, and “Conflict Resolution”** to investigate compelling events and trends that have impacted the lives of the Asian community both internationally and in the United States.



# Units of Study

1

History

**Skills:**  
Analyzing  
historical  
evidence &  
constructing  
explanations

2

Culture

**Skills:** Gathering  
& analyzing  
relevant  
historical  
evidence &  
constructing  
explanations

3

Economics,  
Environment  
& Ecology

**Skills:** Determine  
weaknesses &  
strengths in  
historical  
evidence &  
constructing  
arguments

4

Conflict  
Resolution

**Skills:** Gathering,  
evaluating &  
analyzing relevant  
historical evidence  
& constructing  
arguments

Each unit of study builds upon the skills established in the previous unit. This course is structured to encourage student growth, perseverance, & independence.

# Unit 1: History

- Students will choose from the following topics and be provided with the appropriate historical sources for that topic. Students will then learn how to construct logical, sequential explanations using the historical evidence as support for their claims.

## Unit 1 Topics:

- Women's Rights in China & Japan
- Genocide of Uyghurs in China
- Ancient Chinese dynasties & Shogunate Japan

## Unit 1 Performance Task

Students will have 2 options to showcase their skills.

**Option 1:** Create a 5 episode Netflix Special to explain their topic to the viewers.

**Option 2:** Create a museum presentation explaining their topic to the museum visitors.



# Unit 2: Culture

- Students will choose a topic of interest regarding Asian culture and learn how to conduct thorough, meaningful, and varied research using reliable sources and databases. Students will also learn how to organize & cite this research before expanding on their previously practiced skill of constructing an explanation of the topic.

**Possible topics of student interest:** Martial Arts, Theater, Music, Art, Horticulture, Movies, Books, Manga & Anime, Calligraphy, Tea Ceremonies, Architectural Style

## Unit 2 Performance Task

To showcase their skills, students will transform their classroom into a museum, creating exhibits on their topics to educate one another. Exhibits can be created using a variety of media forms.



# Unit 3: Economics, Environment & Ecology



## Unit 3 Performance Task

To showcase their argumentative writing skills, students will write an opinion piece for a newspaper arguing their stance on their topic.

- Students will transition from constructing explanations to constructing arguments about their chosen topic. Historical evidence will be provided by the instructor to ensure students have the structure and time to dedicate to this new and challenging skill.

### Unit 3 Topics:

- China's Belt & Road Initiative
- Fukushima Nuclear Power Plant
- Population Growth
- The impact of the Tiananmen Square Massacre on China's political & economic development
- Covid-19's impact on globalization in relation to China, Japan, Korea & India.
- China's status as a "superpower" vs a regional power.

# Unit 4: Conflict Resolution

- Students will improve upon their argumentative writing skills by creating their own essential question relating to one of the below topics and conducting their own thorough, meaningful, and varied research using reliable sources & databases.

## Unit 4 Topics:

- The China-Taiwan Crisis
- Amending Article 9 of the Japanese Constitution
- Japanese Internment Camps
- Treatment of Chinese in the U.S. during the 19th Century
- Urbanization and overpopulation in India
- Public Health (including disease & water scarcity issues in India)



## Unit 4 Performance Task

Students will record a video as if they are guest experts on a nightly news show to report out their educated opinions & arguments regarding their chosen topic.



# PROPOSED COURSE/PROGRAM CHANGE FORM

## Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Social Studies

**Please check appropriate item:**

New Course:  X

Revised Course:

Course Title: Criminal Justice

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

The social studies department does not currently offer any courses that focus on criminal justice. This course would provide an overview of the criminal justice field, including law enforcement, court systems, and corrections. This course would support our shift to career clusters/pathways, particularly the Human Services Cluster. In addition, this course would offer students more direct experiences in the law enforcement pathway by working in collaboration with the Southington Police Department, CT judicial system, and Cheshire correctional facility.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

This course will benefit students who are interested in a law enforcement career. This will allow them to understand the different branches of the criminal justice system. Students will learn about the following topics within this course:

**Unit 1: Criminal Justice System**

- Start with amendments dealing with policing and rights
- State law (types of law)
- Motor vehicle law
- Causes of crime
- **Guest speaker**

**Unit 2: Law Enforcement**

- Oath to the Constitution (rights for PD according to Constitution)
- Rules of Law Enforcement (ethic code, general orders)
- Pre Requirements (physical, oral, written)
- Challenges with policing
- **Southington PD- developing training exercise and booking**

**Unit 3: Court System**

- Criminal Courts and quest for justice
- Criminal Law
- Punishment and sentence
- **Shadow with State Attorney (John Fahey)**

# **PROPOSED COURSE/PROGRAM CHANGE FORM**

## **Unit 4: Corrections**

- Pre Requirements
- Level of punishments (what level they are- each prison has a level) security level--- tickets they are getting
- What is your job?
- Programs inside Correction
- Juvlines
- Special Restrictive Housing Unit
- All the things offered to inmates
- **Field trip to Cheshire Correctional Institution**

Students will benefit from partnerships with local law enforcement/legal sectors through field trips, job shadows, guest speakers, etc. (*Noted in bold above*)

### 3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course will target students in grades 9-12; all academic levels. This course will serve as a humanities elective offering.

### 4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

The department will monitor and evaluate the implementation of the course by tracking process on the following state standards:

#### ***Ct Social Studies Framework Content Expectations-High School:***

##### Law-Making Process

- Explain the role that deliberation and compromise played, and continues to play, in the lawmaking process in the United States.
- Evaluate how laws both shape and reflect characteristics of American society

##### Democratic Principles and the Rule of Law

- Explain the place of law in the American constitutional system.
- Evaluate the extent to which citizens' commitment to the rule of law is crucial for self-government.

##### Civic Engagement

- Describe the obligations and responsibilities of citizens in a democracy.

##### Structure and Function of Local, State, National, and International Governments

- Explain how power and responsibility are distributed, shared, and limited in a g

##### Rights and Responsibilities of Citizens

- Explain how a government works to balance the rights of the individual with the overall wellbeing of the society.

Each unit noted in section two will be accompanied by a performance task that will assess content standards and the skills within the Vision of the Graduate. Students will be evaluated on their overall course success through the use of both formative and summative assessments (to be written into the course curriculum). We will monitor the success of this course within the social studies department by tracking enrollment/student interest.

### 5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

## PROPOSED COURSE/PROGRAM CHANGE FORM

Field trips- will be covered by students. Staff cost to chaperone field trips will need to be covered by the district.

	<b>YEAR</b>		
	<b>I</b>	<b>II</b>	<b>III</b>
<b>Staff</b>	\$	\$	\$
<b>Textbooks</b>	\$	\$	\$
<b>Materials</b>	\$	\$	\$
<b>Other</b>	Field Trips: Up to \$300 for staff	Field Trips: Up to \$300 for staff	Field Trips: Up to \$300 for staff
<b>TOTAL</b>	<b>\$ 300</b>	<b>\$ 300</b>	<b>\$ 300</b>