

# Board of Education Meeting

Wednesday, February 4, 2026 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

**1. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**

**2. STAFF AND STUDENT RECOGNITION**

2.1. National School Counseling Week 2/2/26-2/6/26

2.2. National School Resource Officer Day 2/15/26

2.3. Staff Recognition: Sarah Lupa

2.4. Recognition of Miss Connecticut Teen  
Recipients: 2025- Haylee Patton, 2024- Camryn Patton, and 2023- Peyton Troth

**3. APPROVAL OF MINUTES**

3.1. January 7, 2026 - Regular Meeting Minutes

3.2. January 14, 2026 - Special Meeting Minutes

**4. COMMITTEE REPORTS**

**5. STUDENT REPRESENTATIVE REPORTS**

**6. CHAIR REPORT**

**7. SUPERINTENDENT REPORT**

**8. CONSENT AGENDA**

**8.1. PERSONNEL**

8.1.a. Administration Resignations  
Tierinni, Steven - CHMS - Dean of Students  
effective January 6, 2026

8.1.b. Teacher Hires  
Burnell, Andrea - STAF - Special Education  
Teacher LEAD effective January 21, 2026  
Sullo, Danielle - WB - Grade 4 Teacher effective  
January 2, 2026  
Tiwari, Anuja - GHS - Grade 8 Science Teacher  
effective January 26, 2026

8.1.c. Teacher Resignations  
Nelson, Kyle - CW - Physical Education Teacher  
effective last day of the 25-26 school year

Tramontanis, Brittany - WB - Grade 2 Teacher  
effective January 5, 2026

Vilhotti, Emily - STAF - Special Education  
Teacher - LEAD effective December 23, 2025

8.1.d. Teacher Retirement  
Scalise, Ingrid - NEMS - Grade 6 Social Studies

Teacher effective June 30, 2026

8.1.e. A-2 Hires

Guastella, Michelle - CHMS - Climate Coordinator  
effective January 5, 2026  
Guerrera, Joseph - CHMS - Student Council Advisor  
effective October 1, 2025  
MacDonald, Theresa - BAIMS - Climate Coordinator  
effective January 2, 2026  
Zurell, Elizabeth - MTV - Climate Coordinator  
effective January 7, 2026

8.1.f. A-2 Resignations

Divenere, Sarah - GHS - Special Performing Groups  
effective June 18, 2025  
Ieronimo, Amy - BCHS - Assistant Softball Coach  
effective January 13, 2026  
McDermott, Justin - BEHS - Girls Tennis Coach  
effective January 16, 2026

8.1.g. A-3 Hire

Killiany, Dawn - GHS - 6-8 Coaches of Gifted  
effective September 1, 2025  
Osborne, Jessica - EDGE PreK - PreK Technology  
Coordinator effective January 12, 2026

8.1.h. A-3 Resignations

Grant, Terry - GHS - 6-8 Coaches of Gifted  
effective June 18, 2025  
Rubbo, Cary - GHS - AVID Coordinator - effective  
June 18, 2025  
Witkewicz, Rachael - EDGE PreK - PreK Technology  
Coordinator effective January 12, 2026

8.2. GRANTS

8.2.a. Connecticut Early Start Grant (formerly  
School Readiness)

8.2.b. Wheels to School Active Transportation  
Grant

8.2.c. Barnes Foundation: CT Storytelling Center

9. **PUBLIC COMMENT**

10. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM  
REPORTS**

10.1. Pupil Personnel Services Report

11. **CURRICULUM REVISION**

11.1. Latin 2

11.2. World Language Level 1

11.3. UConn ECE Individual and Family  
Development

12. **POLICY REVISION**

12.1. Policy 2151 with Accompanying Regulation  
- Hiring Administrators

12.2. Policy 2100 - Administrative Staff  
Organization

12.3. Policy 4111.1 - Affirmative Action /  
Equal Employment Opportunity

12.4. Policy 4111.3 - Increasing Educator  
Diversity

13. **OLD BUSINESS**

13.1. Parent Teacher Conference Calendar Update

14. **NEW BUSINESS**

14.1. January 1 Enrollment Count for the 2025-  
2026 School Year

15. **INFORMATION/LIAISON REPORTS**

16. **ADJOURNMENT**

The minutes presented within this document summarize the discussion of the Regular Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [1/7/26-Regular Board of Education Meeting](#)

Bristol Board of Education  
Bristol, Connecticut  
Wednesday, January 7, 2026 – 7:00 p.m.  
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, January 7, 2026 at 7:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting Platform.

**Present:** Chair Shelby Pons, Commissioners: Russel Anderson (virtual), Jill Fitzsimons-Bula, Kara Ledger, Maria Simmons, Barbara Tedesco, and Jennifer Van Gorder (virtual-7:01pm)

**Absent:** Lorianne Osenkowski, Kristen Giantonio, Peter Kelley

**Also, Present:** Superintendent Iris White and Deputy Superintendent Mary Hawk

**Call to Order/Pledge of Allegiance/Moment of Silence:**

Chair Pons called the meeting to order at 7:00 p.m. and asked the audience to stand for the Pledge of Allegiance. Chair Pons gave a moment of silence for Estelle A. Rao, age 80, of Bristol, who passed away on Sunday, November 30, 2025, at Bristol Hospital after a brief illness. Estelle was a lifelong Bristol resident, a dedicated educator, and a beloved Spanish teacher at Bristol Eastern High School. She will be remembered for her commitment to education and her lasting impact on generations of students.

**Staff and Student Recognition**

Superintendent White recognized and introduced the Bristol Education Foundation Mini-Grant Awardees, congratulating them on their successful efforts in securing grants for their schools. Commissioners also offered remarks commending the awardees for their dedication and contributions to the Bristol Public Schools community.

Superintendent White introduced Mr. Alan Theriault, City-Wide Enrichment Coordinator, who presented three students from the Talented and Gifted Program. The students shared six-word memoirs and were identified as Natalia Assis (West Bristol), Jayce Melecio (Northeast), and Olivia Lu (Northeast).

Chair Pons and the Commissioners praised the students for their writing and encouraged them to continue their work. The Deputy Superintendent thanked Mr. Theriault for sharing the students' writing and for facilitating their participation in the meeting.



### **Approval of Minutes**

#### **December 3, 2025- Regular Meeting Minutes**

The Board of Education voted to approve the December 3, 2025- Regular Meeting Minutes as written.

*Motion made by Maria Simmons and second by Jill Fitzsimons-Bula. Motion passed unanimously.*

#### **December 17, 2025 - Special Meeting Minutes**

The Board of Education voted to approve the December 17, 2025 - Special Meeting Minutes – as written.

*Motion made by Maria Simmons and second by Barbara Tedesco. Motion passed unanimously.*

### **Committee Reports**

**Student Achievement & Outcome Committee** – Commissioner Ledger reported that the committee met in December. The committee received a presentation from Physical Education and Health Supervisor Sarah Hale on the 2025 Connecticut Physical Fitness data. Bristol Public Schools reported a 95.8% student participation rate, with 50% of students meeting proficiency standards. Officials are monitoring the impact of the reduced physical education credits implemented last year and are focusing on strategies to improve student performance.

Laura Lanza presented two proposed curriculum revisions, which were brought forward to the full Board for consideration later in the meeting. The revisions pertain to AP Biology and ECE Biology, both of which are connected with UConn.

**School, Family, and Community Partnerships** – No report was provided.

**Policy Committee** – No report was provided.

**School Safety Committee** – No report was provided.

**Finance and Operations Committee** – Commissioner Simmons reported that the committee met in December. The committee reviewed the budget update through November 30, 2025, including reports on cafeteria operations, pupil services, student activity accounts, and substitute teachers. The committee expressed interest in continuing discussions regarding the fiscal needs of the schools and the community. Commissioner Simmons also shared that the next committee meeting is scheduled for January 14, 2026, at which time budget updates through December 31, 2025 will be reviewed.

### **Student Representatives Report**

### **Bristol Central**

Bristol Central Senior Representative Amelia Browne reported that the past month at Bristol Central High School has been relatively calm. Winter sports have begun, including basketball, indoor track, swimming, and wrestling. She noted a recent competitive basketball game against Eastern that concluded with a buzzer-beater finish.

Ms. Browne shared that Bristol Central held its annual winter pep rally, Festivus, upon returning from winter break. During the event, the administration distributed gifts, pencils, toys, and festive shirts. The celebration included games and a performance by the Bristol Central Dance Team.

The senior class has been actively engaged in the college application process, with early action applicants beginning to receive decisions. Notable college commitments include Valedictorian Emily Gao to Yale University, Avery Phillips to the University of New Haven, and Meghan Southey to the University of Connecticut, among others.

Looking ahead to January, students are involved in planning several upcoming events. The Interact Club is organizing the return of the Mr. BCHS male beauty pageant, scheduled for late April, marking its first occurrence since 2019. The event will include talent performances, speeches, interviews, formal attire, and a dance component.

Ms. Browne also reported that the Get Psyched Club, in collaboration with guidance counselors and school psychologists, is planning a Mental Health Day for students on February 13 in observance of P.S. I Love You Day. The event will feature Zumba instructors, informational booths, a podcast station, and a TED Talk-style presentation.

Additionally, the Class of 2026 is planning an event to recognize parents of graduating seniors, including opportunities for photographs and commemorative apparel. The theater program is currently casting and preparing for a production of Guys and Dolls. Ms. Browne concluded by noting that students are actively working to introduce new traditions at Bristol Central.

### **Bristol Eastern**

Bristol Eastern Senior Representative Paige Ansah was unable to attend the meeting due to participation in a track meet. Principal Higgins presented the monthly student update on her behalf.

Principal Higgins reported that on December 18, several students attended the Youth Empowerment and Equity Symposium hosted at Central Connecticut State University (CCSU). Students learned about leadership initiatives at other schools and engaged in discussions on topics including colorism and social justice. Following the symposium, students expressed interest in implementing similar initiatives at Bristol Eastern, such as creating a meditation space for students observing Ramadan, introducing a “fact of the day” during Black History Month, and potentially expanding Culture Day.

The Model United Nations Club is preparing for a four-day conference in New York scheduled for March. Students will represent countries as delegates and participate in debates on global issues. Members are currently completing position papers in preparation for the conference.

Science National Honor Society (SNHS) committees continue to make progress on their initiatives. The Real World Science Committee is planning a field trip to the Boston Museum of Science. The Fundraising Committee is developing strategies to support the trip. The Recycling Committee continues weekly collection of cans and bottles. The Courtyard and Composting Committee is working with Bristol Public Works to establish a composting project within the school. The Beautification Committee is preparing its next school-based project.

Midterm examinations will begin on January 22. Students are required to attend school during scheduled midterm periods unless prior permission for absence has been granted. Students without a scheduled midterm during a specific period are not required to be in school during that time. The spring semester will begin on January 28 following the conclusion of midterms.

For athletics, Track and Field has a meet scheduled at Wesleyan this evening. Wrestling will host Berlin tonight, and the hockey team will compete against Hall. Boys Basketball is scheduled to play away at East Hartford on January 8, 2026, and Girls Basketball will play away at Enfield on January 9, 2026. All winter sports teams have reported a successful start to their seasons.

### **Chair Report**

Chair Pons provided an update on instrumental music instruction at Green Hills School and West Bristol School. She announced that Tim Dubin, a recent graduate of Central Connecticut State University, has assumed responsibility for the instrumental music program at both schools. Students will continue to receive the full program for the remainder of the school year, including both instrumental lessons and encore classes, with encore classes resuming later this week.

Chair Pons also reported that the Board of Education has begun its annual budget development cycle. A meeting is scheduled for Tuesday, January 13, at 5:00 p.m. to provide an overview of the laws, timelines, and procedures guiding the Board's budget process. The meeting will be facilitated by attorneys Mooney and Ritter of Shipman & Goodman, legal counsel to both the City and the Board of Education. This joint effort between the Mayor and Superintendent, who meet monthly, aims to strengthen trust, align long-term priorities, and establish a collaborative budget process that supports student success, fiscal responsibility, and transparency across all governing bodies serving Bristol students. The meeting will include all three governing bodies: the elected Board of Education, City Council, and the appointed Board of Finance.

Chair Pons provided an update on the Superintendent's upcoming budget workshops. Budget Workshop No. 1 will be held on Saturday, January 24, from 9:00 to 11:00 a.m. at City Hall Council Chambers, during which Superintendent White will present her proposed budget, highlighting key priorities, staffing considerations, and programmatic needs. Budget Workshop No. 2 will take place on Tuesday, February 2, from 6:00 to 8:00 p.m. in the Bristol Board of Education Auditorium, allowing for continued discussion, questions, and public input.

Community participation is encouraged to ensure the final budget reflects district priorities and student needs.

Chair Pons concluded her report.

### **Superintendent Report**

The Superintendent began her report with an update on School Strategic Reviews, noting that she has begun meeting with each school. Superintendent White thanked the Green Hills administration team for being the first to present alongside the Central Office team. She reported that principals and their leadership teams are regularly reviewing academic, discipline, and attendance data; monitoring goals; engaging in continuous review cycles; collaborating with teachers; and making mid-year adjustments as needed. Schools were transparent about their needs, and the Central Office team provided feedback and guidance. Follow-up support will be provided by the CIS Office and other Central Office departments.

Superintendent White also reported that she has reached out to the presidents of each school's PTA and PTO to invite participation in a newly formed Advisory Council. The purpose of the council is to bring together school organizations to share ideas, best practices, and highlights from their schools, as well as to provide input on district priorities and initiatives. Participation is not limited to PTA/PTO presidents, and membership is expected to expand over time. Meetings are scheduled on Thursdays from 6:00 p.m. to 7:30 p.m. at the Bristol Board of Education.

The Superintendent provided an update on meetings with legislative delegations and her involvement with the Connecticut Association of Urban Superintendents (CAUSE), of which Bristol is a member. She reported that CAUSE superintendents are advocating for increased state funding, particularly related to the Alliance District Program, COVID-related needs, and excess cost funding. Superintendent White shared that letters developed collaboratively by CAUSE were sent to local legislators, the Board of Education, and Mayor Ellen Zoppo-Sassu. She noted that Representative Cox responded, indicating interest from the legislative delegation in meeting to learn more about Bristol's challenges and support needs.

Superintendent White then turned the report over to Deputy Superintendent Mary Hawk for an update on the Kindergarten Assessment Process. Ms. Hawk reported that the district has established a Kindergarten Taskforce to support the development of kindergarten entry recommendations through the screening process. Students will participate in a full-day kindergarten classroom visit, with input from occupational therapists, physical therapists, and school psychologists to determine developmental readiness for kindergarten enrollment.

Deputy Superintendent Hawk also provided an update regarding the water main break at Bristol Preparatory Academy on Friday, November 21, 2025. She confirmed that students will still meet the State of Connecticut's required 180 instructional days and that the missed day will not need to be made up.

Ms. Hawk further reported on the Student Redistricting Cabinet meeting held in December. She stated that the cabinet was created to ensure the student voice is heard and valued throughout the redistricting process. Student members have actively participated in meetings and shared updates with their peers through morning announcements. Their feedback will continue to inform district decisions during the transition.

Questions and discussion followed regarding the Kindergarten Assessment Process.

### **Consent Agenda**

Chair Pons called for a motion to approve the Consent agenda, which include items from 8.1.a – 8.2.d

***Motion made by Maria Simmons and second by Kara Ledger. Motion passed unanimously.***

#### **8.1 Personnel**

##### **8.1.a Teacher Hires**

Thomas, Amber – EPH – Special Education Teacher LEAD effective December 18, 2025

##### **8.1.b Teacher Resignations**

Capitani, Joseph – CHMS – Physical Education Teacher effective December 31, 2025

##### **8.1.c A-3 Hire**

Stafford, Jason – CHMS – Gifted Coach

##### **8.1.d TEAM Mentor/Cooperating Teacher**

Sylvester, Sandra – Edgewood (Pre-K Educator)

DeVoe, Jessica - BAIMS (Special Education)

MacDonald, Theresa - BAIMS (Music)

Hernandez, Jessica - Ivy Drive (Elementary)

Lyons, Shannon - West Bristol (TESOL)

Duval, Allison - West Bristol (Elementary)

Chair Pons called for a motion to approve the Consent agenda, which include items from 8.2.a – 8.2.g

***Motion made by Kara Ledger and second by Maria Simmons. Motion passed unanimously.***

### **8.2 Grants**

8.2.a Barnes Foundation Grant

8.2.b United Way Grant

8.2.c Girl Up! Leadership and Empowerment Skills for Girls

8.2.d. Parent Trust Fund, Parent Leadership Training Grant

8.2.e. ReadyCT Grant (BEHS FIRST Robotics Program)

8.2.f. SDE FRC Primary Grant

8.2.g. SDE Primary Mental Health “BOOST” grant

### **Public Comments**

Alex Hamzy Sr. addressed the Board and expressed his gratitude for honoring his late son, Alex Hamzy Jr., by dedicating and renaming the Northeast Gym as the Sgt. Alex Hamzy Gymnasium.

Chair Pons expressed her gratitude to Mr. Hamzy for speaking about his son and noted that the Board's decision was unanimous. She shared that both the Board and the community hold Sgt. Alex Hamzy in high regard and thanked the Hamzy family for sharing his legacy with the Bristol Community.

### **Deliberated Items/District Leadership Team Reports**

#### **Pupil Personnel Services Report**

Dr. Amy Martino presented the monthly Pupil Personnel Services Report. Mrs. Martino reported as of December 1st, 2025, there were 1,779 students of the 7,874 enrolled, Pupils required special education programming. This enrollment maintains the 22.59% that we've been seeing over the past few months. As of December 1st, 2025, 123 students with disabilities are required to go out of district programming. There were 88 students requiring special education programming at other public schools, that would include magnet schools. During the month of November 2025, 68% of the newly registered students were identified as requiring special education programming at the time of registration. Dr. Marinton highlighted that was 19 out of 28 students, because it's such a high percentage of students for that particular month. During the month of November, there were (33) 211 calls and (6) 911 calls.

As of December 1st, 2025, all budget lines represented are trending as expected. Though over in a couple of lines, but have yet to receive excess cost funds, tuition reimbursement, and/or medicaid reimbursements.. As previously noted, we were over due to the professional services, contracted services and transportation.

Questions and discussions followed regarding the deficit for Pupil Personnel Services Report for month by month Appropriations vs. YTD expenditures.

#### **Curriculum Revisions**

Superintendent White welcomed Debra Vitale and Zachary Maher as the two new supervisors in the Curriculum and Instructional Services Office.

##### **11.1 AP Biology**

Laura Lanza provided an overview on the curriculum revision for AP Biology and thanked the staff that worked on the revision.

Question and discussion in regards to the course and credits.

***Motion made by Jill Fitzsimons-Bula and seconded by Kara Ledger. Motion passed unanimously.***

##### **11.2 UCONN Biology**

Lauren Lanza provided an overview on the curriculum revision for PLTW Civil Engineering & Architecture and thanked the staff that worked on the revision.

Question and discussion in regards to the course revision, prerequisite and course pathway.

***Motion made by Maria Simmons and seconded by Kara Ledger. Motion passed unanimously.***

### **Policy Revisions**

No policy revisions to report to the board.

### **New Business**

#### **13.1 25-26 School Calendar Updates**

Questions and discussion were held regarding the half-day schedules for Parent-Teacher Conferences and inclement weather days. Concerns were raised about parent confusion and transportation issues at the high schools. A proposal was discussed to maintain a single consistent schedule for Parent-Teacher Conferences and to consider adjusting dates through a future Board vote.

Joseph Grabowski, Chief of Talent Management, reported that meetings were held with union presidents to gather feedback on Parent-Teacher Conference dates and times. Carly Fortin also addressed the Board, expressing concerns about changing the days of the week for Parent-Teacher Conferences due to low parent attendance.

The Board agreed to table the discussion and revisit the matter at the full Board meeting in February.

#### **13.2 26-27 CIP Review & Adoption**

Peter Fusco provided an overview on the Capital Improvement Plan for the 26-27 School Year.

Vice-Chair Simmons thanked Mr. Fusco for his thorough presentation during the last Finance Committee Meeting and encouraged those to review the meeting to get an in-depth overview of all the plans Mr. Fusco is proposing.

Questions & Discussion in regards to his proposed CIP plan.

Vice-Chair Simmons called for a motion to approve the 2026-2027 CIP as presented, and to forward to the City Capital Improvement and Strategic Planning Committee

***Motion made by Maria Simmons and seconded by Jill Fitzsimons-Bula. Motion passed unanimously.***

Secretary Jill Fitzsimons-Bula called for a motion to add a new item to the agenda under new business to establish a personnel committee.



Questions and discussion in regards to adding the item and protocol for the committee.

***Motion made by Shelby Pons and seconded by Maria Simmons. The motion passed unanimously.***

### **13.3. Appointment to AD-Hoc Personnel Committee**

Chair Pons nominated Commissioners Maria Simmons, Jill Fitzsimons-Bula, and Kara Ledger to serve on the Ad-Hoc Personnel Committee.

Questions and discussion were held regarding the committee appointments and its processes.

***Chair Pons declared the motion PASSED with (5) Commissioners Fitzsimons-Bula, Ledger, Simmons, Tedesco, and Pons) in favor of the motion and (2) Commissioner (Anderson (Virtual), Van Gorder (Virtual)) opposed.***

Commissioners Maria Simmons, Jill Fitzsimons-Bula, and Kara Ledger were officially appointed to the Ad-Hoc Personnel Committee.

### **14. Information/Liaison Reports**

Commissioner Simmons shared a school liaison report from Mr. Higgins, Principal of Bristol Eastern High School. Principal Higgins reported that planning for the 2026–2027 school year is underway. Revisions are being made to the program of studies, including expanded course offerings and enhanced college and career pathways at both high schools. Teachers will soon provide course recommendations, and students will make their course selections in the coming weeks to begin the scheduling process for next year.

Principal Higgins also shared that the state recently released Bristol Eastern High School's 2025 four-year adjusted cohort graduation rate. Eastern achieved a 94.4% graduation rate, exceeding the state goal—a level not reached since before COVID. He commended the dedication and hard work of the entire Bristol Eastern High School community and expressed optimism for continued improvement this year. Commissioner Simmons congratulated Bristol Eastern High School for their outstanding achievements.

### **16. Adjournment**

There being no other business to come before the Board, the Regular Board of Education Meeting should adjourn. ( 9:06 p.m.)

Respectfully Submitted,



Recording Secretary  
Bristol Board of Education



The minutes presented within this document summarize the discussion of the Special Board of Education meeting. To view the meeting in its entirety and hear full reports, please click the following link: [Bristol Board of Education - January 14, 2026 - Special Workshop Meeting](#)

**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**Wednesday, January 14, 2026 at 5:30 p.m**  
**Special Meeting Minutes**

A Special Bristol Board of Education meeting was held on Wednesday, January 14, 2026 at 5:30 p.m. in The Auditorium of the Board of Education Building, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

**PRESENT:** Commissioners: Jill Fitzsimons-Bula(virtual), Kristen Giantonio, Kara Ledger, Chair Shelby Pons(virtual-5:33pm), Maria Simmons, Barbara Tedesco, Jennifer Van Gorder,Lorianne Osenkowski(virtual)

**ABSENT:** Russell Anderson

**ALSO PRESENT:** Iris White, Superintendent, Mary Hawk, Deputy Superintendent (virtual), Joseph Grabowski, Director of Talent & Management, Carly Fortin, and Jodi Bond, Director of Finance, Michael Higgins, BEHS Principal.

**1. Call to Order and Pledge of Allegiance**

Vice Chair Simmons called the Special Meeting to order at 5:30 p.m. Meeting attendees stood for the Pledge of Allegiance.

**2. Discussion and Possible Appointment of Assistant Principal for Bristol Eastern High School**

Superintendent White shared some background about the hiring for the position of Assistant Principal for Bristol Eastern High School. Ms. White recommended Mr. Justin McDermott for the position of Assistant Principal of Bristol Eastern High School and provided an introduction of Mr. Justin McDermott Mr. addressed the board briefly about the appointment.

Vice-Chair Simmons called for a motion to approve the appointment of Mr. Justin McDermott as the new Assistant Principal of Bristol Eastern High School.

***Commissioner Jill Fitzsimons-Bula made the motion and it was seconded by Commissioner Kara Ledger. Vice-Chair Simmons declared the motion PASSED unanimously.***

**3. Adjournment**

With no other business to come before the board, the meeting should be adjourned. (5:40 p.m.).

Respectfully Submitted,



Recording Secretary  
Bristol Board of Education

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: Administrative Resignation**

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**BACKGROUND:**

Tierinni, Steven – CHMS – Dean of Students effective January 6, 2026

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:** letter

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**Steven Tierinni**  
Dean of Students  
Chippens Hill Middle School  
12/11/2025

**Iris White**  
Superintendent

**Joseph Grabowski**  
Human Resources

Dear Iris and Joseph,

Please accept this letter as my formal resignation from my Dean of Students position at Chippens Hill Middle School. My last working day will be **January 6th**.

I have decided to accept another role that is closer to my home, which will better support my personal and family needs. This was not an easy decision, and I am deeply grateful for the support, opportunities, and experiences I have gained while working with the district.

Thank you to both of you—and to the entire school district—for the guidance, collaboration, and trust you have shown me during my time here. I am committed to making this transition as smooth as possible and am happy to assist in any way needed before my final day.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven Tierinni". The signature is written in a cursive style with a long horizontal line extending from the end.

Steven Tierinni

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: New Teacher Hires**

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**BACKGROUND:**

Burnell, Andrea – STAF – Special Education Teacher LEAD effective January 21, 2026  
Sullo, Danielle – WB – Grade 4 Teacher effective January 2, 2026  
Tiwari, Anuja – GHS – Grade 8 Science Teacher effective January 26, 2026

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:** Resumes

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

# ANDREA LYNN BURNELL

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**SUMMARY:** An educator with over seventeen years of experience working with students in grades Kindergarten to eighth grade with disabilities. I am responsible for planning, developing, delivering, and evaluating students and then collaborating with a team to create individualized educational services, learning programs, and instructions for students with disabilities in both self-contained and general education settings.

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## WORK EXPERIENCE

Beman Middle School | Middletown, CT August 2022 - Present

- Create units, implement programs, and train staff to support the needs of the students.
- Incorporated the Common Core Standards, student-specific needs (based on their IEP) and collaborated with Occupational Therapists, Physical Therapists, Speech/ Language Therapist, Counselors and Behavior Specialists to provide each student with the most appropriate educational experience
- Implement interventions: Unique Learning, Boomcards, Edmark Reading Program (whole word approach) and S.P.I.R.E. (an intensive reading program), Touch math, create task boxes, program binders and individual learning activities.
- Support and direct Paraprofessionals to create a smooth, effective classroom and ICM model/ program that benefits all student learning styles and needs.

O'Brien School | East Hartford, CT August 2015 – June 2022

- Create units, implement programs, and train staff to support the needs of the students.
- Incorporated the Common Core Standards, student-specific needs (based on their IEP) and collaborated with Regular Education Teachers, Occupational Therapists, Physical Therapists, Speech/ Language Therapist and Counselors to provide each student with the most appropriate educational experience
- Implement interventions: Leveled Literacy Intervention System (LLI), Edmark Reading Program (whole word approach) and S.P.I.R.E. (an intensive reading program), Touch math, Edmark (whole word/ sight word approach), create task boxes and individual learning activities.
- Sat on multiple committees: READConn committee (supporting teachers with Oral Language), SRBI/RTI, School Climate Committee, Cheer Committee, meet weekly with the O'Brien Special Education Team and monthly with the district Elementary Self-Contained Teachers.

Black Rock School School | Thomaston, CT

September 2012 – June 2015

- I created, organized, and implemented the summer school program (lessons, schedule, materials) for both Preschool and the elementary level for the 2013 & 2014 Summer School programs (Autism, Pre-K & Special Education).
- Create units, implement programs, and train staff to support the needs of the students.
- Incorporated the Common Core Standards, student-specific needs (based on their IEP) and collaborated with Regular Education Teachers, Speech/ Language Therapist and Counselors to provide each student with the most appropriate educational experience.
- Implement interventions: Leveled Literacy Intervention System (LLI), Wilson Reading Program and Number World Evaluation Committee, and SRBI Committee for second and third grade.

Clinton Avenue School | New Haven, CT

January 2010 – June 2012

- Maintained records indicating the progress of students' achievement regarding their objectives (IEP) and assisted with the evaluation and assessment of students.
- Monitored the implementation, and provided information about completed goals and objectives, communicating closely with the Special Education Team.
- Assisted the regular education teachers by providing appropriate materials and modifying instructional practices to accommodate the needs and learning styles of the child.
- Communicated regularly with the parents to nurture a supportive and cooperative relationship between home and school.

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### KEY SKILLS

Collaborator	Leadership	Communicate
Adaptable	Multitasking	Teamwork
Imaginative	Determined	Enthusiasm
Empathetic	Supportive	Determined

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### CERTIFICATION/ LICENSES

Connecticut Alternative Assessment Training, renewed yearly

ELPA21 Summative Assessment - Training, renewed yearly

PMT training, renewed yearly by district

ADOS-2 Comprehensive (Introductory) Training, May 2024

Special Education: Comprehensive, Grades K through 12 Endorsement Code 165



# DANIELLE SULLO

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Collaborative, creative, and purpose-driven instructor  
with extensive teaching and writing experience in a variety of settings,  
skilled at facilitating meaningful, relevant, and enriching learning experiences  
that honor the whole student

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## EDUCATION

- 2015 University of Bridgeport-  
(6 credits- 6th year Educational  
Administration & Supervision)
- 2010 Fairfield University  
M.A. English Education
- 2004-2006 Southern State Connecticut  
University (18 Credits towards MAT-Italian)
- 2004 Fairfield University  
B.A. English/Italian, *magna cum laude*
- 2003 Lorenzo de' Medici Institute- Florence,  
Italy

## ENGLISH/ELA TEACHING EXPERIENCE

### Teaching Positions:

- preK-3 library/literacy
- 3-5 library/literacy
- Italian
- 8th -12th grade English/Language Arts
- AP Language & Composition
- Humanities
- UCONN ECE English

### Post-Secondary English Teaching Positions:

- Housatonic Community College,  
Bridgeport, CT  
*Literature and Composition adjunct  
English professor*

## LIBRARY MEDIA SPECIALIST EXPERIENCE

*Library Media Specialist/ Digital Literacy Instructor  
(PreK-12 experience)*

## CERTIFICATIONS

English (grades 4-12) 015  
Library Media (grades K-12) 062  
AP Language and Composition  
UCONN Early College Experience (ECE)- English  
Yale Center for British Art- Visual Literacy  
Teacher  
RYT-200 Yoga Instructor

## SKILLS

- Curriculum development
- Play-based learning
- Constructivist method
- Differentiated instruction
- Scaffolding
- Global literary connections
- Enrichment experiences- field trips,  
expert speakers
- Educational technology
- Anchor text selection
- Creative lesson development
- SEL embedded curricular connections
- Mindfulness-centered classroom  
routines/management
- Portfolio writing model
- Editing/Revising
- Student conferencing
- Peer to peer coaching- writing process
- Multimedia texts
- Visual literacy teaching method
- Book promotion
- Digital literacy
- Staff and student book clubs

## PROFESSIONAL RECOGNITION

- NEASC Visiting Committees 2012, 2014
- CT Dream Team Teacher, English 2014
- Project Based Learning training/field  
visit, Chicago 2015
- Nutmeg Award book selection  
committee, 2017

## COLLEGIATE AWARDS

- Fairfield University Deans' Scholarship

- Alpha Sigma Nu member (National Jesuit Honor Society)
- Alpha Mu Gamma member (National Foreign Language Honor Society)
- Sigma Tau Delta member (International English Honor Society)
- Italian Consulate Award for Excellence in Italian Studies
- Arts Education Internship at the Regina Quick Center for the Arts, Fairfield University

### **PUBLISHED WORK**

*Natural Awakenings Magazine:*

“Digital Detox”

“Hubs of Inspiration: Local Shops Offer Goods and Support”

“Stretch, Relax and Connect: Yoga Retreats Tap into Energy of People and Place”

“Therapeutic Hypnosis and Positive Patterns Of Behavior”

“Ayurveda for Modern Health: Ancient Wisdom Emphasizes Natural Rhythms”

### **PROFESSIONAL AFFILIATIONS**

International Association of Writers & Editors

Northwest Connecticut Arts Council

National Council of Teachers of English

Connecticut Association of School Librarians

Connecticut Writing Project (Fairfield University Chapter)

Yale Center for British Art- Visual Literacy

Teacher Institute

Yoga Alliance

### **COMMUNITY INVOLVEMENT**

Litchfield Area Writers Group

Community Theater at Woodbury (CTAW)

Safe Haven Shelter for Women and Children-therapeutic writing group facilitator

Yoga Teacher

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## Anuja Tiwari

**Career objective**:- To obtain a position where I can merge my passion for teaching and learning to develop students' skills, attitudes, and knowledge that will enable them to make a significant difference in their future careers, education, and life.

### **Organizational skills**:-

- ✓ Computer knowledge (proficient in the use).
- ✓ Experience working in culturally diverse settings.
- ✓ Critical thinking, organizing, and planning in k-12 instructions
- ✓ Written and Verbal communication skills.
- ✓ Proficient math and Science instructional skills
- ✓ Knowledge of engaged lesson planning

### **Extracurricular**:-

Knowledge of fabric, ceramic, sand, batik & tie dye painting, stuff toys making, stitching, Knitting, gardening, cooking and baking, and Jewelry making.

### **Educational Qualification**: -

- ✓ Certificate in Chemistry 7-12 (031), Office of Higher Education- Alternate Route to Certification (ARC), Hartford CT
- ✓ Masters in Organic Chemistry, SSJM. University Kanpur, U.P India -1997
- ✓ Bachelor's in science with Zoology, Botany & Chemistry, SSJM. University Kanpur, U.P. India - 1995
- ✓ Passed High school from M.G. college, India - 1992

### **Professional Qualification: -**

- ✓ Certified from ARC( Alternative route to Certification) Program 2016-17 in the area of Chemistry 7-12, (031)
- ✓ 2 years Diploma in software technology with language Unix, C & C++
- ✓ Certificate in MS office.

**Relevant Experience:** - Student teaching- 11<sup>th</sup> grade Standard Chemistry, William H. Hall High school, West Hartford, CT (March 2017 to May 2017).

During student teaching my cooperative teacher was Mrs. Kristin Bailey (formerly Schwarz).

- ✓ Worked with cooperative teacher to plan week-long and semester goals.
- ✓ Motivated students with innovative lesson plans, “Do Now” activities and experiments.
- ✓ Collaborated with cooperative teacher to develop and Implement differentiated lesson plans for chemistry, based on common core curriculum and NGSS.
- ✓ Participated in department and school meetings to understand and implement education interventions.
- ✓ created Kahoot, jeopardy, and activities for test reviews and formative assessments
- ✓ Assessed and Graded students’ tests, assignments, and lab reports.
- ✓ Managed students’ grades and assignments on power school.
- ✓ Administered, prepared, and guided laboratory experiments
- ✓ Managed 4 classrooms of 24- 26 students size independently using positive enforcement management strategies.
- ✓ Proctored SAT exams.

### **Work Experience: -**

➤ Oct 2020 to current (West Woods Upper Elementary School, Farmington CT 06032) as a Math tutor

➤ Sept 2019 to June 2020 current (West Woods Upper Elementary School, Farmington CT 06032) as a building substitute teacher

➤ Sept 2018 to Sep 2019 (Middle School of Plainville, Plainville CT 06062) as a building substitute teacher/paraprofessional and worked in the Math RTI program as an enrichment teacher to strengthen students' math skills.

➤ Nov 2015 to June 2018 (Plainville community schools, Plainville, CT-06062) as a substitute teacher & paraprofessional.

➤ Oct 2011 to Dec 2012 (Kelly educational staffing, Farmington, CT-06032) as a substitute teacher

➤ Sept 2011 to Feb 2013 (Southington public school, Southington, CT-06489) as sub teacher

➤ As a full-time science and math teacher from July 1999 to Oct 2001 (Kingsway public school, India).

**Volunteer work :-**

➤ Volunteer work in Noah Wallace School, Farmington CT (2014-2015)

➤ Volunteered in YMCA preschool, Plainville CT (2013-2014)

➤ Worked for the publishing house of East farms school, Farmington CT (2010-2012)



1/30/2026

I, KYLE ERIC NELSON, am writing to submit my resignation effective at the end of the 2025-2026 school year.

KYLE ERIC NELSON



1/5/2026

Dear Dr. LeVasseur,

I hope you are well. I am writing this letter to submit my resignation from my teaching position at West Bristol School, effective immediately.

I am truly thankful for the support, guidance, and opportunities I have been given during my time here. Working with the students and staff has been a meaningful experience, and I will always value the growth and memories I gained at West Bristol School.

Thank you for the opportunity to be a part of the West Bristol community.

Sincerely,  
Brittany Tramontanis

Dear Latanya Farrell,

Please accept this letter as formal notice of my resignation from my position at Stafford Elementary School. My final day of employment will be December 23, 2025.

I am grateful for the opportunity to work with Bristol Public Schools and appreciate the support, collaboration, and experiences I have gained during my time here. It has been a privilege to serve the students and work alongside dedicated colleagues.

This is not the amount of notice I would have wanted to give however, given everything that has transpired over the past few weeks I just unfortunately cannot continue working within this environment. I put a lot of thought into this decision and please know that I did not take this decision lightly. This was one of the hardest decisions I have had to make as I learned so much from so many colleagues, made deep connections with my students here, and truly appreciate the opportunities given to me by administration.

I am committed to assisting with a smooth transition and will ensure that my responsibilities are properly completed or handed over prior to my departure.

Thank you for the opportunity to be part of Bristol Public Schools. I wish the district continued success.

Sincerely,

Emily Vilhotti

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: Teacher Resignations**

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**BACKGROUND:**

Nelson, Kyle – CW – Physical Education Teacher effective last day of the 25-26 school year  
Tramontanis, Brittany – WB – Grade 2 Teacher effective January 5, 2026  
Vilhotti, Emily – STAF – Special Education Teacher – LEAD effective December 23, 2025

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:** letters

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: Teacher Retirement effective June 30, 2026**

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**BACKGROUND:**

Scalise, Ingrid – NEMS – Grade 6 Social Studies Teacher

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:** letter

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	



To Whom it May Concern,  
I, Ingrid Scalise, plan to retire at the end of this 2026 school year.

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: A2 Hires**

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**BACKGROUND:**

Guastella, Michelle – CHMS – Climate Coordinator effective January 5, 2026  
Guerrera, Joseph – CHMS – Student Council Advisor effective October 1, 2025  
MacDonald, Theresa – BAIMS – Climate Coordinator effective January 2, 2026  
Zurell, Elizabeth – MTV – Climate Coordinator effective January 7, 2026

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: A2 Resignations**

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**BACKGROUND:**

Divenere, Sarah – GHS – Special Performing Groups effective June 18, 2025  
Ieronimo, Amy – BCHS – Assistant Softball Coach effective January 13, 2026  
McDermott, Justin – BEHS – Girls Tennis Coach effective January 16, 2026

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: A3 Hires**

---

**BACKGROUND:**

Killiany, Dawn – GHS – 6-8 Coaches of Gifted effective September 1, 2025  
Osborne, Jessica – EDGE PreK – PreK Technology Coordinator effective January 12, 2026

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

February 4, 2026

<input checked="" type="checkbox"/>	<b>Decision Item</b>
<input type="checkbox"/>	<b>Information Item</b>

**AGENDA REPORTING FORM**

**TOPIC: A3 Resignations**

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**BACKGROUND:**

Grant, Terry – GHS – 6-8 Coaches of Gifted effective June 18, 2025  
Rubbo, Cary – GHS – AVID Coordinator – effective June 18, 2025  
Witkewicz, Rachael – EDGE PreK - PreK Technology Coordinator effective January 12, 2026

**COST:** \_\_\_\_\_ **FUNDING SOURCE:** \_\_\_\_\_

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:** Joseph Grabowski

**CONTACT NUMBER:** 860-584-7022

**SUPERINTENDENT:** Iris White  
Iris White

<b>Bristol Board of Education, Bristol CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**BRISTOL PUBLIC SCHOOLS**  
Bristol, Connecticut

\_\_\_\_\_  
(Meeting Date)

<input type="checkbox"/>	Information Item
<input type="checkbox"/>	Decision Item

**AGENDA REPORTING FORM**

**TOPIC: Connecticut Early Start Grant (formerly School Readiness)**

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**BACKGROUND:**

The Edgewood Pre-K Academy receives State funding through the CT Office of Early Childhood Education (OEC). Our program was initially awarded 759,000. As a result of an OEC increase awarded in December, 2025, our program is receiving an 8 percent increase. The total award is the amount of 813,648.

**COST:**       \$813,648            **FUNDING SOURCE:**       Early Start CT Grant (1065000-SRD17)      

**RECOMMENDATIONS/COMMENTS:**

The grant funding received is used for staff salaries, instructional supplies, and curricular resources.

**ATTACHMENTS:**

**TOPIC PRESENTER:**       Courtney Sugarman      

**CONTACT NUMBER:**       860-584-7828      

**SUPERINTENDENT:**       Iris White        
Iris White

<b>Bristol Board of Education, Bristol, CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**BRISTOL PUBLIC SCHOOLS**  
 Bristol, Connecticut

\_\_\_\_\_  
 (Meeting Date)

<input type="checkbox"/>	<b>Information Item</b>
<input type="checkbox"/>	<b>Decision Item</b>

**AGENDA REPORTING FORM**

**TOPIC: Wheels to School Active Transportation Grant**

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**BACKGROUND:** Bristol Public Schools was awarded \$70,000 for the Active Transportation Microgrant Awards by the Dept. of Transportation. Wheels to School will give \$5,000 to all schools plus an additional \$5,000 specifically for our McKinney-Vento families. The goal is to improve student attendance by addressing transportation barriers. The program will provide bicycles, helmets, safety vests, and locks to students who are chronically absent within walking distance and lack reliable transportation, and will also use bicycles as incentives for improved attendance. Targeting 20 middle and high school students, the project aims to reduce absenteeism, increase equity, and boost engagement.

**COST:**       \$70,000            **FUNDING SOURCE:**                   1065000-BIKES                  

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:**           Erika Treannie          

**CONTACT NUMBER:**           860-584-3361          

**SUPERINTENDENT:**           Iris White            
 Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

**BRISTOL PUBLIC SCHOOLS**  
Bristol, Connecticut

\_\_\_\_\_  
(Meeting Date)

<input type="checkbox"/>	Information Item
<input type="checkbox"/>	Decision Item

**AGENDA REPORTING FORM**

**TOPIC:** Barnes Foundation: CT Storytelling Center

---

**BACKGROUND:** Bristol Public Schools was awarded \$20,000 from the Barnes Foundation for the CT Storytelling Center program. This grant will fund 6–10 professional storyteller visits for students in grades K–1 during the school year. These literacy-focused workshops build essential skills in listening, speaking, vocabulary, and visualization while also promoting teamwork, self-confidence, and social-emotional development. The program reinforces and extends students’ early experiences with storytelling, supporting foundational literacy and engagement through an interactive, developmentally appropriate approach.

**COST:** \_\_\_\_\_ \$20,000      **FUNDING SOURCE:** \_\_\_\_\_ 1065000 BARN6

**RECOMMENDATIONS/COMMENTS:**

**ATTACHMENTS:**

**TOPIC PRESENTER:** Jodi Bond \_\_\_\_\_

**CONTACT NUMBER:** \_\_\_\_\_

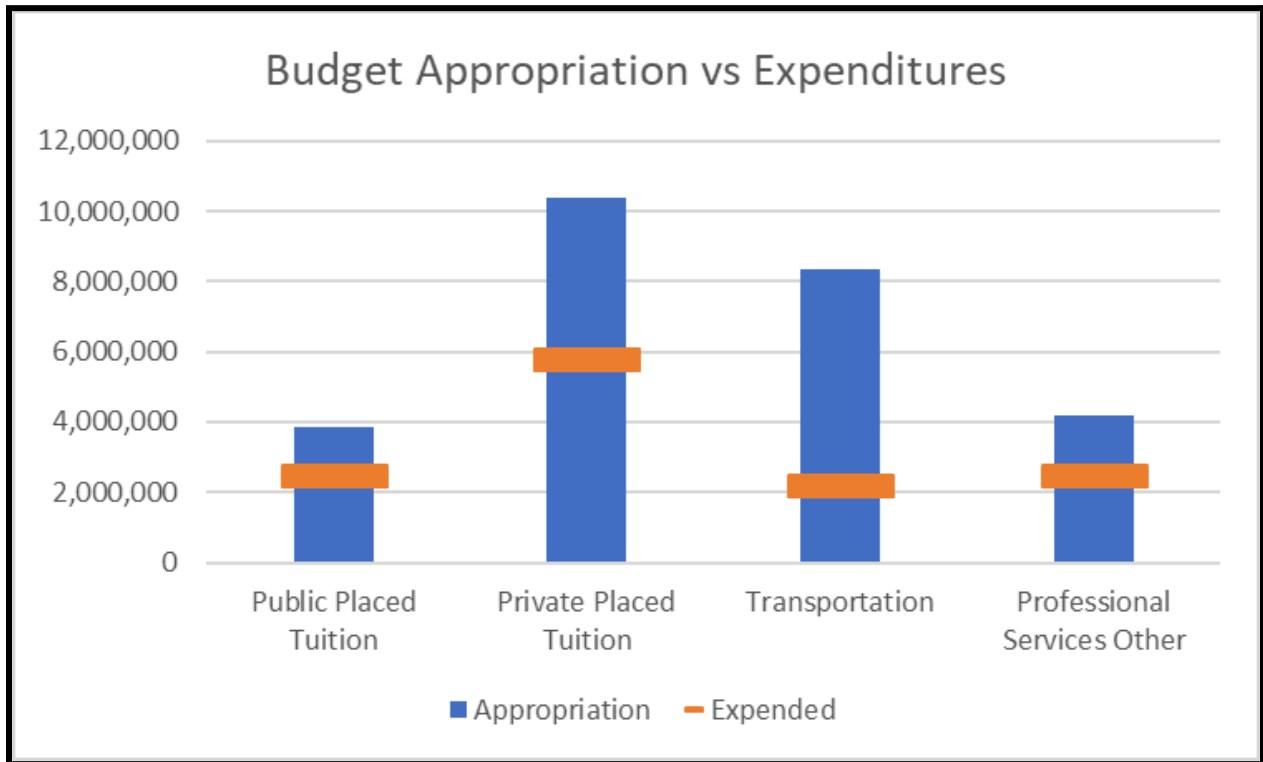
**SUPERINTENDENT:** *Iris White*  
Iris White

Bristol Board of Education, Bristol, CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	



## Pupil Personnel Services Monthly Budget Trends

As of January 1, 2026



As of January 1, 2026, all represented budget lines are trending as expected when comparing appropriations to year-to-date expenditures. Although the general budget overview from Mrs. Bonds shows certain Special Education lines currently over budget due to the entry of all encumbrances; this does not yet reflect anticipated excess cost reimbursement, Medicaid payments, or tuition revenue that the Board of Education expects to receive. At this time, we do anticipate being over budget if all encumbrances remain through the end of the fiscal year.

Bristol Enrollment Trend Data  
Special Education January 1, 2026 Reporting

As of January 1, 2026

**Special Education Enrollment Trends**

Special Education – New enrollment trends December 2024 to present:		
	<b>% of new enrollment eligible for services</b>	<b>Outplaced students</b>
<b>December</b>	22%	3
<b>January</b>	36%	0
<b>February</b>	39%	2
<b>March</b>	35%	1
<b>April</b>	22%	0
<b>May</b>	31%	0
<b>June</b>	41%	0
<b>July</b>	43%	0
<b>August</b>	24%	1
<b>September</b>	22%	0
<b>October</b>	37%	2
<b>November</b>	68%	0
<b>December</b>	39%	0
<b>Avg./total</b>	35%	1

During the month of December 2025, 39% of newly enrolled students to BPS were receiving special education services; none of our newly registered students attended an ODP placement at the time of enrollment.

The identification rate of Bristol Public School students requiring special education programming as of January 1, 2026 was 1778 of 7874 of the BPS students, which reflects 22.59%.



<b>STUDENT CATEGORY</b>	<b>STUDENT COUNT January 1st</b>	<b>CHANGE SINCE PRIOR MONTH</b>	<b>% CHANGE SINCE PRIOR MONTH</b>
SPED Enrollment	1778	-1	-0.06%
Out of District - Private	122	-1	-0.81%
Out of District - Public	87	-1	-1.14%
Risk Assessment/211	30	n/a	n/a
Psychiatric Evaluation	1	n/a	n/a
Independent Ed. Evaluation	0	n/a	n/a
Calls to 911	9	n/a	n/a

**1-Jan**  
% of enrollment  
1778 of 7874  
22.58%









































**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

Information

Date: Feb 4, 2026

Decision

**AGENDA REPORTING FORM**

<b>TOPIC: Latin 2 Curriculum Revision</b>	
<b>BACKGROUND:</b> This is the second reading of the revised curriculum for Latin 2, first presented to the Student Achievement Committee on January 21st. Students continue the narrative they began in Latin 1, following the journey of Quintus from the aftermath of Vesuvius to Roman Britain and Alexandria. Along the way, students investigate the tensions of Romanization, provincial governance, and cultural exchange, while also continuing to develop their language skills.	
<b>COSTS:</b> N/A	<b>FUNDING SOURCE:</b> N/A
<b>RECOMMENDATIONS/COMMENTS:</b>	
<b>ATTACHMENTS:</b> <ul style="list-style-type: none"><li>• <a href="#">Latin 2 Curriculum 2026.pdf</a></li></ul>	

**TOPIC PRESENTER:** Leszek Ward  
**CONTACT NUMBER:** 860-584-7083  
**SUPERINTENDENT:** Ms. Iris White

<b>Bristol Board of Education, Bristol, CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Latin 2	World Language	10th-12th	1
<b>Course Description:</b>			
<p>This course advances linguistic proficiency through increasingly complex narratives while exploring the social and political landscape of the 1st-century Roman Empire. Following the journey of Quintus from the aftermath of Vesuvius to Roman Britain and Alexandria, students investigate the tensions of Romanization, provincial governance, and cultural exchange. Special attention is given to the influence of Latin on English derivatives and scientific terminology.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <i>BPS Vision of the Graduate</i></b>	
<ul style="list-style-type: none"> <li>Cambridge Latin Course Unit 1, sixth edition</li> </ul>		GLOBAL AWARENESS <ul style="list-style-type: none"> <li>Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> <li>Understand other nations and cultures, including the use of non-English language</li> </ul>	
<b>Knowledge/Skill Dependent courses/Prerequisites:</b>		<b>Link to <i>Completed Equity Audit</i></b>	
<ul style="list-style-type: none"> <li>Latin 1</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">☰ Latin 2 Curriculum Equity Audit</a></li> </ul>	
<b>Unit Links</b>			
<p> <a href="#">Standard Matrix</a>  <a href="#">Unit 1: Politics and Disasters (Stages 11 - 12)</a>  <a href="#">Unit 2: Romans in Britain (Stages 13-14)</a>  <a href="#">Unit 3: Client King &amp; Celts (Stages 15-16)</a>  <a href="#">Unit 4: Alexandria: Roman City? (Stages 17-18)</a>  <a href="#">Unit 5: Gods, Beliefs, and Medicine (Stages 19-20)</a> </p>			



<b>Standard Matrix</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.					
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	x	x	x	x	x
1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.					
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	x	x	x	x	x
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	x	x	x	x	x
3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.					
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	x	x	x	x	x
4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.	x	x	x	x	x
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	x	x	x	x	x
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					

## Unit 1: Politics and Disasters (Stages 11 - 12)

### Overview:

#### Relevant Standards: Bold indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. **2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **2.2 Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- **3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- **4.1 Language Comparisons:** Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- **4.2 Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Overview

In Stage 11, students immerse themselves in the "contact sport" of Pompeian politics, studying the bribery, scandal, and rival factions that defined local elections. Through electoral graffiti and street-level campaigns, students examine how candidates used personal patronage and status to secure power. In Stage 12, this human drama is interrupted by the eruption of Vesuvius. As earth tremors increase and a dark cloud appears over the mountain, students follow the established characters of the series as they attempt to survive. This provides an opportunity to analyze the "prism of identity," comparing how different members of society—from the wealthy elite to the enslaved—utilized their resources and status to "take a plan" and flee the catastrophe.

### Essential Question(s):

1. Who participates in Roman elections and how?
2. How can experiences of a disaster vary depending upon location, status, and individual choices?

<b>Enduring Understanding(s):</b>	
<ol style="list-style-type: none"> <li>1. Although only male Roman citizens could vote in elections, participation in Roman politics was a lively and often chaotic process that involved many different aspects of Roman society. Women, foreigners, and enslaved people could also exert influence by using public endorsements, guild connections, and the use of graffiti to shape community opinion and candidate success. This reality mirrors the diversity of ways people can influence the American political process today.</li> <li>2. When a disaster such as the eruption of Vesuvius occurs, experiences vary depending on geographic and social factors that deeply impact individual choices; while proximity in sites like Herculaneum or Pompeii defined the physical threat, an individual's social status dictated their agency to flee or their obligation to remain, a dynamic mirrored in how modern economic disparities still determine a community's mobility and resilience during environmental crises.</li> </ol>	
<b>Demonstration of Learning:</b>	<b>Unit Specific Vocabulary</b>
<ul style="list-style-type: none"> <li>• Unit Assessment including: <ul style="list-style-type: none"> <li>◦ Sight read passage with comprehension questions.</li> <li>◦ English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• graffiti</li> <li>• duoviri</li> <li>• aediles</li> <li>• pyroclastic flow</li> <li>• casts</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>placet</i></li> <li>• <i>candidati</i></li> <li>• <i>favet</i></li> <li>• <i>tremores</i></li> <li>• <i>cinis</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• intransitive verbs with the Dative case</li> <li>• prepositional phrases</li> <li>• 1st &amp; 2nd persons: imperfect &amp; perfect</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students will be familiar with several recurring characters, including Clara, Alexander, Poppaea, and Lucio.</li> <li>• Students will be familiar with the social importance of seal rings used for banking and business from Stage 4.</li> <li>• Students will have been introduced to the household gods (the lares) and their role in domestic life in Stage 1.</li> <li>• Students will have been introduced to the public spaces in the city of Pompeii, including the forum, in Latin 1.</li> </ul>	<ul style="list-style-type: none"> <li>• In Stage 15, students will revisit the main characters (Quintus, Clemens, and Lucia) to learn about their lives after surviving the eruption.</li> <li>• In Stages 17-20, students will follow the narrative to Alexandria to revisit the family-friend Barbillus at his home.</li> <li>• In Stage 18, students will see the culmination of a character's journey as they study Clemens' relationship with the goddess Isis and her temple,</li> </ul>

<b>Family Overview (link below)</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 14 lessons, 6 weeks</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Stages 11 and 12 of the Cambridge Latin Course</li> <li>• Elevate Go for support</li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Comparing suffrage, voting practices, and election signs from ancient Rome to contemporary Bristol.</li> <li>• The science of earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that only the voices of those who vote impact elections.</li> <li>• Students may assume that women held a formal role in the democratic process, such as the right to vote.</li> <li>• Students may assume that the plaster casts are the actual bodies of ancient Pompeians.</li> <li>• Students may assume that the eruption was a singular, instantaneous event that killed everyone in Pompeii regardless of their choices or status.</li> </ul>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 7.2 Optimize relevance, value, and authenticity</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Give students a list of modern political terms and have them trace the words back to the Latin vocabulary and electoral practices they are learning to demonstrate the immediate value of Latin for understanding modern political systems.</li> <li>• Have students compare and contrast the layout of a Pompeian election poster (graffiti) with a modern campaign social media post, or modern political graffiti.</li> <li>• Have students compare the disparate survival rates of the Pompeian eruption with modern disasters, such as Hurricane Katrina, prompting a discussion on how social hierarchy and access to resources impact individual choices..</li> </ul>

## Unit 1: Politics and Disasters (Stages 11 - 12)

### Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> <li>I can identify different voting blocks and the candidates they support.</li> </ul>	<ul style="list-style-type: none"> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>favere</i> and <i>credere</i></li> </ul>	model sentences About the language 1 (dative case) vocabulary
2	<ul style="list-style-type: none"> <li>I can explain how Lucia and Quintus' directions to Sulla vary and why.</li> </ul>	<ul style="list-style-type: none"> <li>By tracking support for different candidates.</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>favere</i> and <i>credere</i></li> </ul>	tituli
3	<ul style="list-style-type: none"> <li>I can describe how Grumio and Clemens benefit and suffer from their participation in an election rally.</li> </ul>	<ul style="list-style-type: none"> <li>By recognizing important locations through prepositional phrases</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>favere</i> and <i>credere</i></li> </ul>	Lucius Spurius Pomponianus
4	<ul style="list-style-type: none"> <li>I can describe how a husband might be chosen for Lucia.</li> </ul>	<ul style="list-style-type: none"> <li>By comparing different points of view of the same marital practices</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>placere</i> and <i>elegere</i></li> </ul>	Lucia et Metella About the Language 2 (prepositional phrases)
5	<ul style="list-style-type: none"> <li>I can compare Pompeian and American election practices through the analysis of primary sources.</li> </ul>	<ul style="list-style-type: none"> <li>By reading ancient Pompeian graffiti</li> <li>By identifying conventions for political slogans.</li> <li>By investigating a larger context for political endorsements.</li> </ul>	Local Government and elections graffiti
6	<ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

7	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	The destruction of Pompeii
8	<ul style="list-style-type: none"> <li>• I can describe how different characters have different sensory experiences that foreboded the eruption.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>• By comparing different characters' experiences of the same event</li> </ul>	Model sentences About the Language (1st & 2nd person imperfect & perfect verbs) Vocabulary
9	<ul style="list-style-type: none"> <li>• I can compare how Caecilius and Barbillus's reactions to the tremors differ based on their different experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>• By analyzing verb tenses to create a sense of chronology of events.</li> <li>• By analyzing Caecilius's past experiences with tremors.</li> </ul>	tremores
10	<ul style="list-style-type: none"> <li>• I can explain why Caecilius and Holconius are making different decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• By analyzing prepositional phrases for directionality</li> <li>• By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>• By comparing characters' priorities</li> </ul>	ad urbem
11	<ul style="list-style-type: none"> <li>• I can explain why friends might separate during a disaster.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>• By analyzing verb tenses to create a sense of chronology of events.</li> <li>• By recognizing the importance of religious beliefs in a disaster.</li> </ul>	ad villam
12	<ul style="list-style-type: none"> <li>• I can describe the fates of three Cambridge characters.</li> <li>• I can compare how different characters demonstrate loyalty in extreme circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>• By analyzing verb tenses to create a sense of chronology of events.</li> </ul>	finis
13	<ul style="list-style-type: none"> <li>• Flex/Vocab/Review</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Britain before the Romans

## Unit 2: Romans in Britain (Stages 13-14)

### Overview:

**Relevant Standards: Bold indicates priority** [Connecticut World Language Standards 2024](#)

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. **2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **2.2 Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- **3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- **4.1 Language Comparisons:** Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- **4.2 Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Overview

In stage 13, students encounter a Roman family living in Britain for the first time and study their homes, clothing, and experiences. Students also read about a number of events that reveal the tensions between the Roman rulers and the indigenous British inhabitants. In stage 14, Quintus arrives to visit the Roman family, providing students the opportunity to study the relationships between guests and their hosts in the Roman world.

### Essential Question(s):

1. How Roman was Roman Britain?
2. What did it mean to be a guest or a host in the Roman world?

Enduring Understanding(s):	
<ol style="list-style-type: none"> <li>1. The word Roman suggests a hegemony that itself was fractured. Roman and British customs, including clothing, architecture, and farming techniques, coexisted in Roman Britain, but not without conflict. Britons were distinct from Romans, and even distinct from each other, in their language, clothing, homes, and customs. Some Britons remained free and some were highly skilled artisans while others were enslaved and forced to adapt to new Roman masters.</li> <li>2. In the Roman world, hospitality carries a powerful set of conventions and expectations that extended across both the empire and multiple generations. These conventions created opportunities for building relationships and distinguishing social roles, but could also create tension within families and communities especially around gift giving practices.</li> </ol>	
Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> <li>• Unit Assessment including: <ul style="list-style-type: none"> <li>◦ Sight read passage with comprehension questions.</li> <li>◦ English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Romanization</li> <li>• client king</li> <li>• guest-host (hospes)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>coniuratio</i></li> <li>• <i>fundus</i></li> <li>• <i>potest</i></li> <li>• <i>vult</i></li> <li>• <i>nōlunt</i></li> <li>• <i>casa</i></li> <li>• <i>necesse</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• complementary infinitives with posse, velle, nolle</li> <li>• use of the enclitic -que</li> <li>• adjective agreement</li> </ul>
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> <li>• In stage 13, the model sentences echo the introduction to Caecilius's family in Stage 1.</li> <li>• Students will be familiar with the varying treatment of enslaved people, including Caecilius's manumission of Clemens in Stage 12.</li> <li>• Students will be familiar with the concept of hunting (venatio), which was previously explored as a public spectacle in Stages 7 and 8.</li> <li>• Students will have been introduced to the practice of giving statues as significant social gifts from Stage 10,</li> </ul>	<ul style="list-style-type: none"> <li>• In Stages 15 and 16, students will return to the palace at Fishbourne to further examine King Cogidubnus and the culture of his court.</li> <li>• In Stages 15 and 16, students will study the clades Britannica involving Boudica, building on their initial encounters with British resistance.</li> <li>• In Stage 24, students will revisit the thematic concept of consilium cepi (forming a plan), which is first introduced during the story Epona et Alator.</li> </ul>



<b>Family Overview (link below)</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>14 lessons, 6 weeks</i></li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> <li>• Access to images, maps, and other online resources.</li> <li>• Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Stages 13 and 14 of the Cambridge Latin Course</i></li> <li>• <i>Elevate Go for support</i></li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Comparison to other colonizing empires (the British)</li> <li>• Metallic elements on the periodic table</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume the Romans are the heroes of our story.</li> <li>• Students may assume the Britons were ignorant or primitive or all the same.</li> <li>• Students may assume the Romans were uniform in their beliefs, practices, and ethnicity.</li> <li>• Students may underappreciate the social and symbolic importance of gifts, or think of gift giving as a primarily interpersonal, rather than tied to social expectations</li> </ul>
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Provide students with a graphic organizer that tracks the "Conflict/Cooperation" patterns between Romans and Britons to help them recognize that occupation was a messy negotiation rather than a simple conquest.</li> <li>• Give students examples and non-examples of "Romanization" (e.g., a Roman villa in Britain vs. a purely Celtic roundhouse), prompting them to distinguish the critical features of a hybrid culture versus isolated traditional practices.</li> </ul>

## Unit 2: Romans in Britain (Stages 13-14)

### Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> <li>I can compare the lives of a British and a Roman family.</li> <li>I can describe Salvius using Latin textual evidence and the historical record.</li> </ul>	<ul style="list-style-type: none"> <li>By comparing the usage of the verbs <i>potest</i>, <i>vult</i>, and <i>non vult</i>.</li> <li>By analyzing the use of adjectives (positive, comparative, and superlatives)</li> <li>By analyzing primary sources (funerary inscriptions)</li> </ul>	Model Sentences Vocabulary Romanus vulneratus Salvius, Rufilla, and Vitellianus
2	<ul style="list-style-type: none"> <li>I can explain whether the title <i>coniuratio</i> is appropriate for this story and why.</li> <li>I can explain the economic benefits and human costs of British mines in the Roman world.</li> </ul>	<ul style="list-style-type: none"> <li>By comparing characters desires (<i>vult</i>, <i>non vult</i>)</li> <li>By comparing characters' motivations with their actions</li> </ul>	coniuratio Mining About the Language (infinitives)
3	<ul style="list-style-type: none"> <li>I can describe Salvius and Bregans' interactions in terms of Roman expectations of enslaved people.</li> </ul>	<ul style="list-style-type: none"> <li>By recognizing the implied antecedents of verbs without explicit nominative subjects</li> <li>By comparing characters desires (<i>vult</i>, <i>non vult</i>)</li> </ul>	Bregans
4	<ul style="list-style-type: none"> <li>I can compare how Salvius and the farmers' choices (treatment of slaves, home construction) reflect their values.</li> </ul>	<ul style="list-style-type: none"> <li>By analyzing the usage of adjectives that imply judgement</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By using the enclitic <i>-que</i> to establish relationships between characters</li> </ul>	Farming fundus Britannicus About the Language 2 (-que)
5	<ul style="list-style-type: none"> <li>I can explain how Alator's revenge impacts his family.</li> <li>I can analyze Roman statements about the British for assumptions and generalizations</li> </ul>	<ul style="list-style-type: none"> <li>By comparing characters abilities and desires (<i>potest</i>, <i>vult</i>, <i>non vult</i>)</li> <li>By comparing archaeological evidence with Roman textual evidence</li> </ul>	Practicing the Language (Epona et Alator) The Britons and the Romans
6	<ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

7	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	The Romans in Britain
8	<ul style="list-style-type: none"> <li>• I can explain the motivations behind accepting and refusing invitations.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> </ul>	model sentences About the Language (adjectives) Vocabulary familia occupata: domina cubiculum inspiciat
9	<ul style="list-style-type: none"> <li>• I can describe how Salvius's household prepares for a visitor.</li> <li>• I can compare how having a visitor impacts different characters.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By translating a variety of question constructions</li> <li>• By comparing different characters' household responsibilities</li> </ul>	familia occupata
10	<ul style="list-style-type: none"> <li>• I can find inconsistencies between what Rufilla and Salvius say and what they have done or have said elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By recognizing impersonal verbs (<i>necesse est, decorum est, difficile est</i>)</li> </ul>	familiaris advenit About the Language 2 (3rd declension adjectives)
11	<ul style="list-style-type: none"> <li>• I can explain what makes a great gift for a king.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By comparing the values of different metals</li> <li>• By recognizing infinitive phrases</li> </ul>	tripodes argentei
12	<ul style="list-style-type: none"> <li>• I can compare the destruction of Pompeii with the destruction wrought by the Iceni.</li> </ul>	<ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By using the enclitic -que to establish relationships between characters</li> <li>• By recognizing infinitive phrases</li> </ul>	practicing the language (clades Britannica)
13	<ul style="list-style-type: none"> <li>• Flex/Vocab/Review</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Togidubnus, King of the Regnenses

## Unit 3: Client King & Celts (Stages 15-16)

### Overview:

#### Relevant Standards: **Bold indicates priority**

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. **2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**
- **2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**
- **2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**
- **3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**
- **4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.**
- **4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**

### Overview

Students will examine how Roman power was enacted in Britain through the figure of the client king, focusing on King Togidubnus and his role as a bridge between the local population and the Roman elite. The narrative follows a visit to the palace at Fishbourne for a religious commemoration of the Emperor Claudius, involving sacrifices, funeral games, and a dramatic banquet. Through these events, students explore how British leaders adapted Roman customs, such as religious rituals and architectural styles, to perform loyalty and maintain social status within the Empire.

### Essential Question(s):

1. What factors influenced British leaders to support or resist the Romans?
2. What does Fishbourne tell us about the Romanization of Britain?

Enduring Understanding(s):	
<ol style="list-style-type: none"> <li>Client kings like King Togidubnus acted as strategic bridges by using Roman religious ceremonies, sacrifices, and the exchange of high-status gifts to demonstrate loyalty to the Empire. This "bridging" served as a status symbol that secured local power in a fragmented political landscape</li> <li>The palace at Fishbourne serves as a physical synthesis of Roman and British identity, where the adoption of Roman architecture and the hosting of elaborate banquets functioned as a performance of loyalty to the Empire while also serving as a status symbol for the client king.</li> </ol>	
Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> <li>Unit Assessment including: <ul style="list-style-type: none"> <li>Sight read passage with comprehension questions.</li> <li>English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>client king</li> <li>apotheosis</li> <li>sacrifice</li> <li>rogus</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>āram</li> <li>sacerdōs</li> <li>naves</li> <li>ursus</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>relative clauses</li> <li>imperfect tense of possum, volō, nōlō</li> <li>pluperfect tense</li> </ul>
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> <li>Students will have been introduced to the practice of high-status gift-giving in the Roman world, specifically the tripodes argentei mentioned in the Stage 14.</li> <li>Students will be familiar with Roman funerary practices and the concept of the caerimonia from Stage 7.</li> <li>Students will have been introduced to the dynamics of hosting and social entertainment through the dinner party scenes in Stages 2 and 7.</li> <li>Students will be familiar with the appearance and symbolic role of exotic animals from the amphitheater stories in Stage 8, which provides context for the bear in the story Belimicus ultor.</li> </ul>	<ul style="list-style-type: none"> <li>In Stage 23, students will revisit the character Dumnorix as he returns to support Cogidubnus during a period of political crisis.</li> <li>In Stages 17–20, students will transition from the provincial life of Roman Britain to the multicultural environment of Alexandria.</li> </ul>

<b>Family Overview (link below)</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 16 lessons, 7 weeks</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> <li>• Access to images, maps, and other online resources.</li> <li>• Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Stages 15 and 16 of the Cambridge Latin Course</li> <li>• Elevate Go for support</li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Make explicit cross-curricular connections by teaching "visual literacy" strategies from Art History or Social Studies to help students "read" the symbolic meaning of the silver tripods and exotic animals as political messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that "Client Kings" like Cogidubnus were simple puppets of Rome or traitors to their own people.</li> <li>• Students may fail to recognize that adopting Roman architecture was more than just copying Roman fashion or building techniques.</li> <li>• Students may assume that the British resistance was a unified movement of all "native" people against all "Romans."</li> <li>• Students may underappreciate the ritualized nature of hosting, viewing the palace banquet as a simple social dinner.</li> </ul>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 3.1 Connect prior knowledge to new learning</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Anchor instruction by linking the Fishbourne palace to the Pompeian homes studied in Latin 1, prompting students to use their prior knowledge of Roman domestic architecture to navigate the much larger scale of the British palace.</li> <li>• Bridge the concept of a "Client King" using the analogy of a modern franchise owner, someone who runs their own business locally but must follow the strict branding and legal rules of a larger international corporation.</li> <li>• Make explicit cross-curricular connections by teaching "visual literacy" strategies from Art History or Social Studies to help students "read" the symbolic meaning of the silver tripods and exotic animals as political messages.</li> </ul>

## Unit 3: Client King & Celts (Stages 15-16)

### Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> <li>I can identify gifts, their givers, and their recipients.</li> <li>I can identify Roman features in the illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> </ul>	Model Sentences Vocabulary About the Language (relative clauses)
2	<ul style="list-style-type: none"> <li>I can compare Rufilla and Catia's actions and what they suggest about Roman and British concepts of women's roles.</li> <li>I can distinguish between historical and fictional characters in our stories.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> <li>By tracking the characters in the story as they process toward the palace.</li> </ul>	in area Queen Catia
3	<ul style="list-style-type: none"> <li>I can distinguish and explain the Romans and Britons behaviors during the ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> <li>By recalling Roman funerary practices</li> </ul>	caerimonia
4	<ul style="list-style-type: none"> <li>I can describe the funeral games and keep score of who is winning.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> </ul>	ludi funebres I About the Language (imperfect tense of possum)
5	<ul style="list-style-type: none"> <li>I can explain who wins the boat race and how.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> <li>By identifying the imperfect tense of irregular verbs</li> <li>By tracking characters and their action through the story</li> </ul>	ludi funebres II
6	<ul style="list-style-type: none"> <li>I can explain how Togidubnus earned Vespasian's friendship and the impact that had on Togidubnus's life.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the imperfect tense of irregular verbs</li> </ul>	Practicing the Language (amicus fidelis)
7	<ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

8	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	The Palace at Fishbourne
9	<ul style="list-style-type: none"> <li>• I can explain how the Roman elements of the palace reflect the extent of the Roman empire.</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying noun adjective pairs</li> <li>• By identifying the antecedents of relative clauses</li> </ul>	Model sentences Vocabulary About the Language (Pluperfect Tense)
10	<ul style="list-style-type: none"> <li>• I can explain how Belimicus is plotting to revenge himself on Dumnorix.</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying noun adjective pairs</li> <li>• By identifying the antecedents of relative clauses</li> <li>• By noticing who has agency in the story</li> </ul>	Belimicus ultor
11	<ul style="list-style-type: none"> <li>• I can explain how tension builds during the dinner party.</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying noun adjective pairs</li> <li>• By identifying the antecedents of relative clauses</li> <li>• By tracking who taunts whom and how</li> </ul>	rex spectaculum dat I
12	<ul style="list-style-type: none"> <li>• I can explain how Belimicus's plan with the bear plays out.</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying noun adjective pairs</li> <li>• By identifying the antecedents of relative clauses</li> <li>• By tracking who taunts whom and how</li> </ul>	rex spectaculum dat II
13	<ul style="list-style-type: none"> <li>• I can describe Quintus's journeys since leaving Pompeii.</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying noun adjective pairs</li> <li>• By identifying the antecedents of relative clauses</li> <li>• By using verb tenses to create a sense of chronology</li> </ul>	Quintus de se
14	<ul style="list-style-type: none"> <li>• I can describe joys and sorrows Quintus felt on the Acropolis.</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying noun adjective pairs</li> <li>• By identifying the antecedents of relative clauses</li> <li>• By using verb tenses to create a sense of chronology</li> </ul>	Practicing the Language (apud Graecos)
15	<ul style="list-style-type: none"> <li>• Flex/Vocab/Review</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
16	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Egypt & Alexandria



## Unit 4: Alexandria: Roman City? (Stages 17-18)

### Overview:

#### Relevant Standards: **Bold indicates priority**

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. **2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**
- **2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**
- **2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**
- **3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**
- **4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.**
- **4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**

### Overview

Through the vivid memories of Quintus, students explore the dazzling, multicultural city of Alexandria, where the shopkeeper Clemens must navigate dangerous protection rackets and criminal gangs to maintain his independence. Students will learn how religious beliefs and ethnic identities shaped daily life and business practices in a multilingual metropolis, examining the friction that arises when local systems interact with imperial power.

### Essential Question(s):

1. What makes a city Roman?
2. Which exerts more power over daily life: economic systems or cultural beliefs?

Enduring Understanding(s):	
<ol style="list-style-type: none"> <li>Alexandria was a dynamic and multicultural city populated by indigenous Egyptians, long standing Greek and Jewish inhabitants, and the Roman military and ruling class. This diversity created significant ethnic tensions between groups, but also created a rich multilingual environment where crafts, arts, and learning thrived.</li> <li>While running a business in the ancient world required navigating corrupt systems of bribery and protection money, religious practices provided a vital counter-system that fostered community across ethnic groups and fueled a thriving tourism industry. In Alexandria, religious beliefs served as a powerful source of pride, identity, and courage, while also providing justification for challenging decisions.</li> </ol>	
Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> <li>Unit Assessment including: <ul style="list-style-type: none"> <li>Sight read passage with comprehension questions.</li> <li>English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>pharos</li> <li>negotium</li> <li>faber</li> <li>officina</li> <li>pericula</li> <li>vitrea</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Genitive Case</li> <li>Noun-Adjective Agreement (Neuter nouns)</li> <li>Positives, Comparatives, and Superlatives</li> <li>Relative and Personal Pronouns</li> </ul>
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> <li>Students will have been introduced to the character of Clemens in Stage 12, which provides context for his new role as a shopkeeper in Alexandria.</li> <li>Students will be familiar with the family-friend Barbillus, having been introduced to this character in Unit 1.</li> <li>Students will have been introduced to the tension between local and Roman power (Units 2 and 3), providing context for how Alexandrian protection gangs and religious cults challenge imperial authority.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Family Overview (link below)	Pacing for Unit

<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 17 lesson, 7 weeks</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Stages 17 and 18 of the Cambridge Latin Course</li> <li>• Elevate Go for support</li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may fail to recognize that Roman Law was not the only "system" governing city life, business, and safety in Alexandria.</li> <li>• Students may fail to recognize the inherent instability of a multicultural metropolis, assuming that "Roman" Alexandria was a harmonious melting pot.</li> <li>• Students may assume that the "Roman-ness" of the city was its most defining feature for all residents.</li> </ul>
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 2.1 Clarify vocabulary, symbols, and language structures</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary and symbols by using a map of Alexandria to link Latin site names to students' prior knowledge of urban geography</li> <li>• Clarify unfamiliar syntax by using color-coding to make the Genitive Case explicit, highlighting the link between a noun and its genitive descriptor to clarify how the language structure signals social status and power.</li> <li>• Highlight structural relations between Relative Pronouns and their Antecedents by using arrows to "connect the dots" across complex sentences</li> </ul>

## Unit 4: Alexandria: Roman City? (Stages 17-18)

### Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> <li>I can describe Alexandria.</li> <li>I can compare Alexandria to Pompeii and Noviomagus.</li> </ul>	<ul style="list-style-type: none"> <li>By examining a map of Alexandria.</li> <li>By determining possession (the genitive case)</li> <li>By identifying and analyzing image details</li> </ul>	Quintus de Alexandria (model sentences) Egypt (culture reading)
2	<ul style="list-style-type: none"> <li>I can list indications of tension Quintus witnessed in Alexandria.</li> <li>I can compare how ethnic tensions affected Quintus and Barbillus..</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By identify relative and personal pronouns</li> <li>By comparing the narrator's perspective to that of other characters</li> </ul>	ad portum I & II Unrest in Alexandria
3	<ul style="list-style-type: none"> <li>I can explain why Barbillus wants to avoid Plancus.</li> <li>I can explain how Serapis 'saved' Barbillus and Quintus.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By comparing usage of adjectives and distinguishing between positives, comparatives, and superlatives</li> <li>By analyzing what makes someone 'a bore'</li> </ul>	About the Language: Genvite Case ad templum
4	<ul style="list-style-type: none"> <li>I can describe some of the grievances Alexandria residents have against the Romans.</li> <li>I can explain how fables can be used to process political and personal events.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By recognizing the various uses of the word <b>quam</b> with adjectives</li> <li>By sharing class prior knowledge about birds and their traits</li> </ul>	tres aves The Museum of Alexandria
5	<ul style="list-style-type: none"> <li>I can explain how culture can be experienced through food.</li> <li>I can explain why Volubilis isn't satisfied with his cake.</li> <li>I can distinguish how Volubilis and Quintus experienced Egypt differently.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By recognizing the various uses of the word <b>quam</b> with adjectives</li> <li>By identifying verb tenses and analyzing what they may convey</li> </ul>	Practicing the Language (libum Aegyptium) Review the Language . 223
6	<ul style="list-style-type: none"> <li>I can explain the significance of an ancient Wonder of the World.</li> <li>I can compare ancient Wonders of the World with each other and with modern</li> </ul>	<ul style="list-style-type: none"> <li>By discussing with classmates what makes a wonder</li> <li>By researching a Wonder</li> <li>By taking notes on classmates'</li> </ul>	Wonders of the World Project

	Wonders.	presentations	
7	<ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>		
8	<ul style="list-style-type: none"> <li>Test</li> </ul>		18 Language and Culture
9	<ul style="list-style-type: none"> <li>I can describe contemporary (to the Romans) and ancient architectural accomplishments.</li> <li>I can explain the importance of the Nile River.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (especially when they do not have the same endings)</li> <li>By sharing prior knowledge about Egypt and its monuments</li> </ul>	model sentences About the Language (gender)
10	<ul style="list-style-type: none"> <li>I can describe what Quintus seeks to purchase and why.</li> <li>I can identify how Quintus's purchase may be problematic.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By noticing how final position of dramatic words creates tension</li> <li>By utilizing prior knowledge about Clemens</li> </ul>	taberna
11	<ul style="list-style-type: none"> <li>I can describe Clemens' first dilemma as a shopowner.</li> <li>I can explain how Clemens displays agency and courage.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By inferring how actions and words reflect characters' dispositions</li> </ul>	in officina Eutychi I
12	<ul style="list-style-type: none"> <li>I can describe Eutyclus and explain his role in the neighborhood.</li> <li>I can evaluate Clemens's decisions.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying pronouns and their antecedents.</li> </ul>	in officina Eutychi II Arts & Crafts (culture reading)
13	<ul style="list-style-type: none"> <li>I can describe who supports and opposes Clemens and why.</li> <li>I can identify how Clemens builds relationships in a new city</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By analyzing the use of conjunctions to create and disrupt the narrative</li> </ul>	Clemens tabernarius
14	<ul style="list-style-type: none"> <li>I can explain how cats are powerful in Egypt.</li> <li>I can describe how resistance to Eutyclus is demonstrated.</li> <li>I can explain how religious beliefs influence Clemens and Eutyclus's</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying and distinguishing relative and subordinate clauses</li> </ul>	pro taberna Clementis Egyptian cats

	decisions.		
15	<ul style="list-style-type: none"> <li>I can explain why the <i>mercator</i> is <i>felix</i>.</li> <li>I can explain why Barbillus told this story to Lucia.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying relative clauses and their antecedents</li> <li>By analyzing how word choices build suspense</li> </ul>	practicing the language ( <i>mercator felix</i> ) Reviewing the Language pp 225-226
16	<ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>		
17	<ul style="list-style-type: none"> <li>Test</li> </ul>		reading Isis

## Unit 5: Gods, Beliefs, and Medicine (Stages 19-20)

### Overview:

#### Relevant Standards: **Bold indicates priority**

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. **2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **2.2 Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- **3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- **4.1 Language Comparisons:** Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- **4.2 Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Overview

In the vibrant spring-festival season of Alexandria, students follow a splendid procession in honor of the goddess Isis, where the divine seems to walk through the streets alongside a diverse population. Following a critical hunting accident involving Barbillus, the household becomes a site of conflict as different medical and spiritual philosophies clash in a race to save his life. Students will learn how people from various ethnic and social backgrounds—including Roman, Greek, Egyptian, and Ethiopian—regularly interact to accomplish goals, comparing seemingly "exotic" ancient practices to familiar modern traditions.

### Essential Question(s):

1. How did religious practices and beliefs influence daily life in Alexandria?
2. How are medical practices influenced by religious beliefs and cultural practices?

Enduring Understanding(s):	
<ol style="list-style-type: none"> <li>Alexandria was a place where the gods walked the streets through public rituals like the pompa, a cross-cultural festival that united people across ethnic lines (Roman, Greek, Egyptian, Ethiopian) and social hierarchies (enslaved, freed, and citizen). Daily life was full of references to the divine and the unseen, providing a shared cultural language that often transcended traditional social barriers, much like how modern cultural festivals or religious traditions continue to serve as a bridge for diverse urban populations today.</li> <li>Ancient medical practices were a complex synthesis of scientific observation and spiritual superstition, where doctors and astrologers worked side-by-side to remedy serious injuries. This reveals a cultural worldview where physical healing was inextricably linked to the unseen forces of fate and astrology. Although medical practices change over time, some ancient practices are the basis of continued medical practices today.</li> </ol>	
Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> <li>Unit Assessment including: <ul style="list-style-type: none"> <li>Sight read passage with comprehension questions.</li> <li>English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>pompa</li> <li>dea</li> <li>carus</li> <li>venatio</li> <li>ars artis</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>noli nolite</li> <li>periculum est</li> <li>decorum est</li> <li>fortuna crudelis</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>hic &amp; ille</li> <li>Vocative case</li> <li>imperative voice</li> <li>present participle</li> <li>is, ea, id</li> </ul>
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> <li>Students will be familiar with the goddess Isis, whose presence has built steadily from the temple in Stage 12 to the arrival in Alexandria (Stage 17) and the protection of Clemens' shop (Stage 18).</li> <li>Students will be familiar with the role of the institor (street vendor), connecting the bustling street life of Stage 10 (statuae) to the crowded festival atmosphere (in turba) of Stage 19.</li> <li>Atlas reference in Stage 18 appears in illustration in venatio</li> <li>hunting stories in Stages 7 and 8 to Stage 18 venatio I &amp; II</li> </ul>	



<ul style="list-style-type: none"> <li>Students will have been introduced to the theme of captivity and kidnapping, allowing them to compare the story of the pirate in Stage 19 to the previous accounts of Bregans' capture (Stage 13) and Volubilis with the honey cake (Stage 17).</li> </ul>	
<b>Family Overview (link below)</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>17 lessons, 7 weeks</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>Stages 19 and 20 of the Cambridge Latin Course</li> <li>Elevate Go for support</li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Students may not appreciate the synthesis of science and spirituality in the ancient world, assuming that medicine and superstition were in direct opposition to each other.</li> <li>Students may fail to recognize that ancient religious festivals were more than "exotic" curiosities or simple worship.</li> </ul>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>Checkpoint 9.3: Develop self-assessment and reflection.</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>Use "Before-and-After" Translation Portfolios where students compare their early Latin 2 translations of simple descriptions from Unit 1 with their current translations of complex Participle structures, providing a clear representation of their progress over the course of the year.</li> <li>Use self-monitoring prompts tied directly to success criteria to support learners in using formative information to guide their own effort and practice during independent translation.</li> </ul>

## Unit 5: Gods, Beliefs, and Medicine (Stages 19-20)

### Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> <li>I can describe the parade and its participants.</li> <li>I can explain how Isis had long standing cross-cultural appeal across millenia and across the Roman world.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying genitive case nouns</li> <li>By identifying imperative verbs</li> </ul>	Model sentences About the language II: imperatives and the vocative case Isis
2	<ul style="list-style-type: none"> <li>I can compare the different writing goals and methods of the members of Aristo's family.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying genitive case nouns</li> </ul>	dies festus: familia Graeca
3	<ul style="list-style-type: none"> <li>I can reassess characters as more context for their actions is provided.</li> <li>I can identify and describe characters' different priorities while they prepare for the parade.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying imperative verbs</li> </ul>	pompa
4	<ul style="list-style-type: none"> <li>I can explain the misunderstanding between Aristo and Galatea and how it is resolved.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying hic and ille and what they are modifying</li> <li>By identifying vocative case nouns</li> <li>By distinguishing different qu- words</li> </ul>	in turba About the language 1: hic and ille
5	<ul style="list-style-type: none"> <li>I can describe the variety of tasks completed to prepare for the hunting trip.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying vocative case nouns</li> <li>By identifying verbs followed by the Dative case</li> </ul>	venatio I verbs with the Dative p. 211
6	<ul style="list-style-type: none"> <li>I can explain how the hunting trip was unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp contrasting positives, comparatives, and superlatives)</li> <li>By identifying relative clauses and their antecedents</li> </ul>	venatio II
7	<ul style="list-style-type: none"> <li>I can describe how Volubilius was</li> </ul>	<ul style="list-style-type: none"> <li>By identifying hic and ille and what they</li> </ul>	practicing the language: piratae

	kidnapped and became a skilled cook.	<ul style="list-style-type: none"> <li>are modifying</li> <li>By identifying how Voubilis's word choices make his story more vibrant</li> </ul>	Reviewing the Language pp 227-228
8	Flex/Vocab/Review		
9	Test		Medicine and healing
10	<ul style="list-style-type: none"> <li>I can describe what actions different characters perform in response to Barbillus's injury.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying adjectives and clauses and their antecedents</li> <li>By using verb tenses to order the rapid events</li> </ul>	Model sentences remedia I
11	<ul style="list-style-type: none"> <li>I can compare the treatment Barbillus receives with modern medical treatment.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying present participles and the nouns they modify</li> <li>By analyzing who does what tasks</li> </ul>	remedia II About the Language I: present participles
12	<ul style="list-style-type: none"> <li>I can describe Barbillus's family.</li> <li>I can explain why family tensions arose.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying the pronouns <i>is ea id</i> by gender and case</li> <li>By identifying adjectives and participles and what they modify</li> </ul>	fortuna crudelis I About the Language 2: eum, eam, etc
13	<ul style="list-style-type: none"> <li>I can explain how a wedding invitation destroyed a family.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying verbs followed by the Dative case</li> <li>By identifying relative clauses and their antecedents</li> </ul>	fortuna crudelis II
14	<ul style="list-style-type: none"> <li>I can describe Barbillus's last actions and words.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying vocative case nouns</li> <li>By identifying imperative verbs</li> </ul>	ultima verba I
15	<ul style="list-style-type: none"> <li>I can describe Barbillus's last wishes and explain who benefits from them and why.</li> </ul>	<ul style="list-style-type: none"> <li>By identifying vocative case nouns</li> <li>By identifying imperative verbs</li> </ul>	ultima verba II testamentum Barbilli
16	Flex/Vocab/Review		
17	Test		

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Spanish/French/Italian 1	World Language	9-12	1
<b>Course Description:</b>			
<p>In this course, students begin their journey towards proficiency in Spanish, French, or Italian, learning the skills they need to communicate effectively in the target language while investigating diverse cultural products, practices, and perspectives. Students use language as a tool to explore personal identity, schedules and school life, community design, familial celebrations, food traditions, and the concept of home. Each unit builds towards a performance assessment designed to provide students the opportunity to demonstrate their progress towards Novice-Mid levels of proficiency by engaging in real-world tasks.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <i>BPS Vision of the Graduate</i></b>	
<ul style="list-style-type: none"> <li>None</li> </ul>		<p><b>GLOBAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>Understand other nations and cultures including the use of non-English language</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>	
<b>Knowledge/Skill Dependent courses/Prerequisites:</b>		<b>Link to <i>Completed Equity Audit</i></b>	
<ul style="list-style-type: none"> <li>None</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">WL Level 1 Curriculum Equity Audit</a></li> </ul>	
<b>Unit Links</b>			

[Unit 1: Who am I?](#)

[Unit 2: School Schedules/Logistics](#)

[Unit 3: Around Town](#)

[Unit 4: Inner Circle/Relationship](#)

[Unit 5: Food](#)

[Unit 6: Home](#)

<b>Standard Matrix</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>STANDARD 1.1: Communication (Interpersonal Mode)</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	x	x	x	x	x	x
<b>STANDARD 1.2: Communication (Interpretive Mode)</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	x	x	x	x	x	x
<b>STANDARD 1.3: Communication (Presentational Mode)</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	x	x	x	x	x	x
<b>2.1: Cultures (Practices to Perspectives)</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	x	x	x	x	x	x
<b>2.2: Cultures (Products to Perspectives)</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	x	x	x	x	x	x
<b>3.1: Connections (Making Connections)</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	x	x	x	x	x	x
<b>3.2 Connections (Acquiring Information and Diverse Perspectives)</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.						
<b>4.1: Comparisons (Language)</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	x					
<b>4.2: Comparisons (Cultural)</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	x	x	x	x	x	x

<p>5.1: Communities (School and Global) Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	x	x	x	x	x	x
<p>5.2: Communities (Lifelong Learning) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>						

# Unit 1: Introductions (Novice Low)

## Unit Overview

### Relevant Standards: **Bold indicates priority**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### Overview

This unit immerses students in the authentic experience of meeting new people and sharing personal information that is especially relevant to a new school or class setting. Students explore how names, origins, and personal details form a part of their identity and practice communicating these details in another language. In the summative IPA, students will introduce themselves to their classmates, listen to and understand other's introductions, and engage in a written exchange to get to know an absent classmate. Learning activities focus on the foundational vocabulary and grammatical structures students need to ask and answer questions about their names, ages, origins, languages, and nationalities.



### Essential Question(s):

- What is the importance of name, origin, and language in our identity?
- How does the way I introduce myself reflect who I am / my culture?

### Enduring Understanding(s):

- When introducing ourselves to others, we often include information that may seem basic or trivial, but often reveals important aspects of our identities. Names are often tied to our origin, nationality, language, and culture, and are therefore a significant aspect of our identity. Cultures around the world follow naming conventions or traditions that carry unique cultural significance, but these conventions often change over time. Similarly, common greetings reflect differing levels of formality across various cultures.
  - Spanish- Historically, Spanish double last names carry both the paternal and maternal last names through generations. However, this practice is starting to change as some people choose to reject this tradition. Tú is used in an informal setting while usted is used to talk to people formally.
  - French - Many traditional French names were double/hyphenated first names. Popular names often trace their origins back to either history/religion, but this practice is changing and becoming less common. Tu is used in an informal setting while vous is used to talk to people who are generally in positions of authority or formal setting .
  - Italian - Italians often celebrate name days as a second birthday, which are tied to Saints in the Roman Catholic faith and calendar. While becoming less common in some areas, the traditional Italian practice of naming children after grandparents remains a significant cultural marker of family lineage. Tu is used in an informal setting while Lei is used to talk to a person more formally.

### Demonstration of Learning:

Unit 1 IPA: Students formally introduce themselves to their classmates.

- **Presentational (speaking):** Students introduce themselves aloud to their classmates, including their name, spelling, country(ies) of origin, and age.
- **Interpretive (listening):** Students listen to their classmates' presentations (plus 3-5 recordings from “absent” students) and record what they learn about their classmates.
- **Interpersonal (writing):** Using their notes and knowledge of their classmates, students ask and answer questions in a text message thread to a classmate that was absent. They will introduce themselves by sharing their name and country(ies) of origin and finding out similar information about their new classmate

New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Spanish Alphabet</li> <li>Spanish-Speaking Countries</li> <li>Languages &amp; Nationalities</li> <li>Numbers (0-20)</li> <li>Greetings, Courtesy, and Farewells</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Hablo, Hablas</li> <li>Vivo, Vives</li> <li>Estoy + (feeling)</li> <li>Tengo # años.</li> <li>Soy + (nationality/ethnicity)</li> <li>Soy de</li> <li>Vivo en</li> <li>Te presento*</li> <li>¿Cómo está usted/Cómo estás?</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Accent marks</li> <li>Syllables (Natural accentuation without accents)</li> <li>Difference between English and Spanish vowels</li> <li>Adjective agreement based on gender</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>French Alphabet</li> <li>French-Speaking Countries</li> <li>Languages &amp; Nationalities</li> <li>Numbers (0-20)</li> <li>Greetings, Courtesy, and Farewells</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Je parle/tu parles</li> <li>J'habite, Tu habites</li> <li>Je suis + (feeling)</li> <li>J'ai # ans</li> <li>Je suis + (nationality/ethnicity)</li> <li>Je suis de</li> <li>J'habite à/en</li> <li>Je te présente*</li> <li>Comment allez-vous/vas-tu?</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Accent marks</li> <li>Syllables (Natural accentuation without accents)</li> <li>Difference between English and French vowels</li> <li>Adjective agreement based on gender</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Italian Alphabet</li> <li>Italian regions</li> <li>Languages &amp; Nationalities</li> <li>Numbers (0-20)</li> <li>Greetings, Courtesy, and Farewells</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Parlo, Parli</li> <li>Vivo, Vivi</li> <li>Mi sento + (feeling)</li> <li>Ho # anni.</li> <li>Sono + (nationality/ethnicity)</li> <li>Vengo da</li> <li>Vivo in</li> <li>Ti presento*</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Accent marks</li> <li>Syllables (Natural accentuation without accents)</li> <li>Difference between English and Italian vowels</li> <li>Adjective agreement based on gender</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Students will build upon personal identity by expanding descriptions from themselves to their "inner circle," using the foundational adjective agreement and "to be" verbs introduced here to describe friends and family in Unit 4.</li> <li>The numbers (0-20) used for age in Unit 1 will be recycled and expanded to tell time and identify class periods in a school schedule in Unit 2.</li> </ul>

<b>Family Overview (link below)</b>	<b>Pacing for Unit</b>
	<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spanish Folder</i></li> <li>• <i>French Folder</i></li> <li>• <i>Italian Folder</i></li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Students read House on Mango Street in 7th grade. During that unit, students <a href="#">analyze Esperanza's conflicted feelings toward her family and her name</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Because Introductions are fairly basic and routine, students may not realize their cultural significance</li> <li>• Students may not realize how much names may mean to individual people, either personally or culturally</li> <li>• Students may not recognize the significant historical roots that often inform naming conventions</li> <li>• Students may not realize there is a formal and informal way to greet others and ask questions</li> </ul>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 8.4 Foster belonging and community</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Dedicate time at the start of the unit to ensure the correct pronunciation of every student's name</li> <li>• Instead of teaching naming conventions as static rules, create opportunities for students to share the stories or cultural significance behind their own names.</li> <li>• Invite students to share how they prefer to be greeted or introduced in a new setting. Teachers can then incorporate these preferences into daily class routines, ensuring that the "formal vs. informal" lessons in Spanish, French, or Italian feel relevant and respectful to the students' own social comfort levels</li> <li>• Ensure that all introductory materials feature a wide range of names, family structures, and backgrounds from across the target language-speaking world.</li> </ul>

## Unit 1: Introductions (Novice Low)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can understand key personal details (like name, age, origin) when listening to someone introduce themselves.</li> <li>I can recognize individual letters of the alphabet when someone spells a name aloud during an introduction.</li> <li>I can identify specific information (like names or countries) when listening to short, practiced introductions from classmates or recordings.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask for personal information (like name, age, origin) when getting to know a new classmate.</li> <li>I can provide personal information (about my name, its spelling, and my origin) when someone asks me about myself in a conversation.</li> <li>I can exchange greetings and farewells (using simple phrases) when starting or ending a text message conversation with a classmate.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can introduce myself to my classmates by stating my name and spelling it.</li> <li>I can share personal details (like my age and country of origin) when introducing myself to the class.</li> <li>I can present basic facts about myself (using simple sentences) when giving a brief oral introduction to new people.</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how naming conventions reveal cultural perspectives in the Spanish, French, or Italian speaking world.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify a simple difference or similarity (such as the number of last names or common first names) between naming practices in my own culture and others around the world.</li> <li>I can notice that some letters might sound different from English when spelling in Spanish/French/Italian.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can draw on knowledge from social studies to understand and mark maps of cities, states, regions where the target language is used.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can learn about my classmates to build our classroom community.</li> </ul>	

## Unit 2: School Schedules (Novice Low)

### Unit Overview

#### Relevant Standards: **Bold indicates priority**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Overview

In this unit, students explore the daily rhythm of academic life in the target culture, encouraging them to view their own school experience through a global lens. Students explore how the structure of a school day, from six-day weeks to extended lunch breaks, reflects distinct cultural values regarding time, family, and community. In the summative IPA, students will interpret authentic class schedules to navigate a typical week, discuss course preferences and supply needs with peers, and create a social media post comparing their school life to that of a student in the target culture. Learning activities focus on the functional vocabulary and grammatical structures necessary to tell time, identify school supplies, and express opinions about classes and instructors.

**Essential Question(s):**

- How do my school experiences compare to experiences of schools in other cultures?

**Enduring Understanding(s):**

- Schools around the world share the common goal of education, but vary significantly in how they structure the school day. While core subjects such as math and language are nearly universal, the amount of time dedicated to lunch, the length of the school day, and the age at which students must make major decisions regarding their career path are all practices that reflect different cultural values on family, rest, and the path to adulthood. These practices themselves often evolve over time, sometimes revealing tensions between tradition and modern life.
  - Spanish - In Spain, a traditional school day may include a long break for students to eat lunch at home, reflecting a value on family meals, but this practice is becoming less common in large cities and is not widespread across the entire Spanish speaking world. Although the specific ages often vary by country, students in the Spanish speaking world often need to choose a specialized course of studies (and likely career path) earlier than most students in the United States.
  - French - In France, the traditional school day often extends as late as five pm, but often includes a significantly longer lunch break, reflecting a cultural value placed on a proper, seated meal. Students often choose a specialized course of studies (and likely career path) far earlier than most students in the United States. In much of the Francophone world, decisions regarding scheduling and educational programming closely mirror those made in France, but are often adapted to local contexts and economic realities.
  - Italian- Traditional schedules in Italy often included a short coffee/snack break but a much shorter school day, allowing students to return home for a late family lunch (pranzo), reflecting a strong cultural value on shared family meals. This practice is becoming less common, especially in more urban settings, as more schools adopt a longer school day that includes a full meal at school. In Italy, students often need to choose a specialized course of studies (and likely career path) earlier than most students in the United States.

**Demonstration of Learning:**

Unit 2 IPA: Students have arrived at your host family home to start your exchange year. Their main goal is to talk about their school experience.

- Interpretive (reading): First, students will read a schedule from the target culture listing their classes, the times they meet, and room numbers. Students answer comprehension questions in English to show you understand classes you have and where/when.
- Interpersonal (spoken): Students talk to their classmates to find out what classes they have in common, when they have those classes, what classes they like, and what they need.
- Presentational (writing): Students create a social media post (Instagram or similar) reacting to their first week of school. Their post will name each class, whether they like it, what they need for the class, and what they do in each.

New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• School Subjects</li> <li>• Days of the week</li> <li>• Times of day</li> <li>• Numbers 1-100</li> <li>• Personal school supplies</li> <li>• Basic adjectives to describe classes</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>Necesito/ Tengo</i></li> <li>• <i>La clase empieza a las / termina a las</i></li> <li>• <i>Hay</i></li> <li>• <i>¿Cuántos/Cuántas...?*(teaching tool for “hay”)</i></li> <li>• <i>¿Cuándo es la clase?</i></li> <li>• <i>¿A qué hora es...?</i></li> <li>• <i>(No) Me gusta la clase de...porque es...</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Ar verbs present tense conjugations</li> <li>• Definite and indefinite articles</li> <li>• Singular and plural nouns</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• School Subjects</li> <li>• Days of the week</li> <li>• Times of day</li> <li>• Numbers 1-100</li> <li>• Personal school supplies</li> <li>• Basic adjectives to describe classes</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>Le cours commence à</i></li> <li>• <i>La classe termine à</i></li> <li>• <i>Il y a</i></li> <li>• <i>Combien de...?</i></li> <li>• <i>A quelle heure...?</i></li> <li>• <i>Tu aimes.../vous aimez?</i></li> <li>• <i>J’aime/je n’aime pas le cours de...parce que c’est...</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Avoir</li> <li>• ER verbs present tense conjugations</li> <li>• Definite and indefinite articles</li> <li>• Singular and plural nouns</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• School Subjects</li> <li>• Days of the week</li> <li>• Times of day</li> <li>• Numbers 1-100</li> <li>• Personal school supplies</li> <li>• Basic adjectives to describe classes</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>Io ho/ho bisogno</i></li> <li>• <i>La classe inizia alle</i></li> <li>• <i>C’e/ci sono</i></li> <li>• <i>Quanti/e?</i></li> <li>• <i>A che ora?</i></li> <li>• <i>Mi piace...perche...</i></li> <li>• <i>Prefiero</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Essere/ avere present tense conjugations</li> <li>• Definite and indefinite articles</li> <li>• Singular and plural nouns</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students recycle numbers (0-20) to discuss class times and reuse personal pronouns to express opinions about their teachers and subjects.</li> </ul>		<ul style="list-style-type: none"> <li>• The cultural emphasis on meals that is often evidence in school schedules will return when students explore family gatherings in Unit 4 and regional dishes in Unit 5</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>

<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Folder</li> <li>• French Folder</li> <li>• Italian Folder</li> </ul> <p><i>Bristol Schedule</i>  <a href="#">El Paso (in English)</a>  <a href="#">Argentina Schedule</a> -  <a href="#">Bolivian School Schedule</a>  Authentic School Supplies List  Back To School Shopping Video</p>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• School schedules and experiences are the same across the Spanish-speaking world.</li> <li>• Students may not appreciate the cultural significance of a meal, seeing lunch in particular as fuel/rest, rather than a significant cultural practice.</li> <li>• Students are likely to be surprised by the career decisions students in other countries may need to make at an early age.</li> </ul>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• UDL Consideration 7.2: Optimize relevance, value, and authenticity</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Have students begin by labeling their actual daily schedule in the target language to see the utility of new vocabulary for subjects, times, and days.</li> <li>• Evaluate the pros and cons of different cultural practices related to school schedules and decisions, pushing students to consider which schedule better supports their own well-being or career goals.</li> <li>• Use a classroom-based digital platform (like a shared gallery or discussion forum) to provide a clear audience for student posts. Encourage peers to leave "authentic" comments or "likes" in the target language to mirror real-world social interactions.</li> </ul>



## Unit 2: School Schedules (Novice Low)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can understand key details (like class subjects, times, and locations) when reading a simple school schedule.</li> <li>I can recognize and understand days of the week when reading a school schedule.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can exchange greetings and farewells (using simple phrases) when starting or ending a conversation with a classmate.</li> <li>I can ask and answer basic questions about my school schedule (like what classes I have when).</li> <li>I can exchange opinions about my class schedule by stating which classes I like/dislike and why.</li> <li>I can ask and understand what supplies I need for various classes on my schedule.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can list my classes and when they meet in a short letter or written text.</li> <li>I can state my opinion about my classes in a short letter by stating which classes I like/dislike and why.</li> <li>I can describe quantities when describing my schedule and listing needed supplies in a short letter.</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how school schedules (like the length of the school day or lunch break) reveal cultural perspectives in the Spanish, French, or Italian speaking world.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify a simple difference or similarity between school practices in my own culture and others around the world.</li> <li>I can notice that the way time is stated (24-hour time) can be different from my own culture.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can draw on my knowledge of math to understand and state times and quantities (like numbers of students or classes).</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can connect with a classmate about my schedule and classes to build our classroom community.</li> </ul>	

## Unit 3: Community Spaces (Novice Low)

### Unit Overview

#### Relevant Standards: **Bold indicates priority**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Overview

This unit immerses students in the vibrant public life of the target culture, exploring how the physical design of a community shapes daily routines and responses to essential social interactions. Students investigate how walkable city centers and public transportation networks reflect cultural values regarding community. In the summative IPA, students will interpret authentic event flyers and transit maps to identify leisure opportunities, negotiate weekend plans and transportation logistics with a peer, and create a message for a host family member detailing their itinerary. Learning activities focus on the functional vocabulary and grammatical structures necessary to describe locations, give and follow directions, and use public transportation to navigate a city.

**Essential Question(s):**

- How does the physical design of a community shape people's daily routines and reflect their cultural values?

**Enduring Understanding(s):**

- The physical design of a community deeply shapes the experience of daily life and often reflects cultural values. In many urban areas, public life has traditionally been centered around walkable public spaces that serve as daily hubs for socializing, shopping, and community events. This design encourages the use of public transportation and leisure activities, but contrasts with rural or suburban communities, which are often designed around private cars. These traditional patterns are increasingly in tension with modern life as car culture expands around the world.
  - Spanish - In much of the Spanish speaking world, daily life is traditionally oriented around a central plaza. This space is not just for special events, but is often a multi use hub for all ages to shop at markets, meet friends, and socialize. This design, along with the tradition of the paseo, reflects a deep cultural value placed on community and public life.
  - French - In France, cafe culture and public gardens play a significant role in public life. The cafe functions as a daily stage for socializing, reading, and observing the community. This practice reflects a cultural appreciation for quality, conversation, and appreciating the moment. Likewise, public garden spaces serve as a location for families to spend time, socialize and observe. While the pace of modern urban life and global restaurant chains challenge this tradition, cafes and public gardens remain important aspects of social connection.
  - Italian - In Italy, daily life is traditionally oriented around a central piazza, and the ritual of the passeggiata is a prime example of how this space is used. This is not just a walk, but an important social function where people of all ages stroll to socialize and be part of the community. This practice reveals the cultural value placed on presentation and social connection, and thrives in historic, walkable city centers.

**Demonstration of Learning:**

Unit 3 IPA: On their first weekend as an exchange student, students want to make plans to explore the town, but are not sure what to do or how to get there. They work to make a plan with a classmate and let their host family know where you're going.

- Interpretive (reading): Students read social media posts and/or flyers advertising local events, and answer questions in English about when and where they are, what activities are offered, how people can get there, and which events suit which people.
- Interpersonal (speaking): Students coordinate weekend plans with a friend, asking and telling each other where they're going and when, how they are getting there, and what they are going to do.
- Presentational (writing): Students write a short, clear note (or text message) for their host parent to explain where they are going, what time they are meeting their friend, how they are getting there, and who they are going with.

Spanish Vocabulary and Language Structures	French Vocabulary and Language Structures	Italian Vocabulary and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Places in the city</li> <li>• Modes of Transportation</li> <li>• Question words about location</li> <li>• Activities around town</li> <li>• Months</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Calle, avenida, vía</li> <li>• Ir + locations and transportation</li> <li>• Estar en + location</li> <li>• Caminar, tomar*</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Ir present tense conjugation</li> <li>• Estar present tense conjugation</li> <li>• Er verbs present tense conjugations</li> <li>• Near future (ir + a + infinitive)</li> <li>• Writing the date</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Places in the city</li> <li>• Modes of Transportation</li> <li>• Question words about location</li> <li>• Activities around town</li> <li>• Months</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Rue, avenue, boulevard</li> <li>• Aller + locations and transportation</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Aller - present tense</li> <li>• Aller à + place</li> <li>• Être</li> <li>• Ir verbs - present tense</li> <li>• Writing the date</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Places in the city</li> <li>• Modes of Transportation</li> <li>• Question words about location</li> <li>• Activities around town</li> <li>• Months</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Il palazzo, la via, la strada</li> <li>• Il verbo avere: Vado, voglio andare</li> <li>• I giorni della settimana, i mesi dell'anno, gli stagioni</li> <li>• In +month/season, Io preferisco + verb</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Irregular verbs in the present tense: andare, fare, stare, preferire</li> <li>• ARE- ERE-IRE verbs regular conjugation</li> <li>• Sentence starters: Mi piacerebbe..andare, visitare, vedere, esplorare</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• The ability to tell time and use the 24-hour clock, introduced while reading school schedules in Unit 2, is essential for interpreting event flyers and communicating plans in Unit 3.</li> </ul>		<ul style="list-style-type: none"> <li>• Students will again examine physical spaces and structures to understand cultural perspectives when studying home design in Unit 6.</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Spanish Folder</li> <li>• French Folder</li> <li>• Italian Folder</li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may have misconceptions about the role of public transportation or assume that cars are the primary mode of transportation worldwide.</li> <li>• Students may see streets functionally, as a way to get from point A to point B, rather than a culturally significant means of socializing.</li> </ul>
Differentiation through <i>Universal Design for Learning</i>	
<p><b>UDL Indicator</b></p> <ul style="list-style-type: none"> <li>• UDL Consideration 5.1: Use multiple media for communication</li> </ul>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>• Provide options for communicating weekend plans, which could include writing a traditional text message, recording a short audio message, or creating a visual digital itinerary using icons and photos.</li> <li>• Use interactive web tools (such as Google Maps or Street View) to have students identify key locations or trace transportation routes.</li> <li>• Encourage students to use storyboards or comic strips related to weekend activities.</li> </ul>

## Unit 3: Community Spaces (Novice Low)

### Lesson Map:

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can identify the type of event described in a flyer and/or social media post.</li> <li>I can find the location, day, and time of an event on a flyer or public announcement.</li> <li>I can locate key places/addresses on a simple city map.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask who, what, where, when, and how questions about a weekend plan.</li> <li>I can respond to questions about my plans (by stating where I am going and when).</li> <li>I can contribute to a conversation about plans by stating an activity I can do at a particular location/event.</li> <li>I can exchange information with a partner to make a final decision about a plan.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can give basic information about my weekend plans (like where, when, with whom) in a short note or recording.</li> <li>I can tell someone how I am getting to a specific location in a short note or recording.</li> <li>I can give simple information about what activities I will do in a short note or recording about my plans (by using simple sentences).</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how the design and use of public spaces reveal cultural values related to community and socializing.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify a simple difference or similarity between the physical design of my community and one in the target culture.</li> <li>I can recognize how place names are structured differently than street names in my own community.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can draw on my knowledge of maps from geography/social studies to identify locations and transportation routes on a simple city map.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can use the language to make plans with a classmate to participate in activities in the wider community.</li> </ul>	

## Unit 4: Family Gatherings (Novice Mid)

### Unit Overview

#### Relevant Standards: **Bold indicates priority**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Overview

In this unit, students explore the complex and varying definitions of “family” across cultures. Students investigate the ways in which rituals and celebrations reveal evolving traditions of social networks and support systems, including the vital role of non-blood relatives and close family friends. In the summative IPA, students interpret an invitation to a family gathering, activate a relationship to clarify the relationships between guests, and introduce their own “inner circle” to their hosts. Learning activities focus on the vocabulary of relationships, physical and personality descriptions, and the cultural context of family celebrations.

**Essential Question(s):**

- Who is in my family? And how can family be defined?
- What do celebrations or traditions tell us about cultural expectations surrounding family?

**Enduring Understanding(s):**

- The concept of “family” varies dramatically from person to person, often extending beyond a single household to include non-blood relatives and close friends. While many cultures around the world share a history of multi-generational households and traditional roles, these expectations are constantly evolving and no single tradition applies to all families. Celebrations can be a window into these traditional expectations, as well as their evolution and limitations.
  - Spanish - Although not a universal or uniform practice, in many Latin American communities, the Quinceñera is a significant family gathering that reveals the importance of extended family and a collective responsibility for the child. The roles of non-blood relatives, such as padrinos or the court, reveals that parenting is often viewed as a communal duty, forging connections that can be as strong as blood ties for some individuals.
  - French - While coming of age parties are less common, weddings are often events which bring together multiple generations in the French-speaking communities. The practices of naming god parents also reveal a tradition of including non-blood relatives in family structure that extends beyond the original religious significance.
  - Italian - Ceremonies such as baptisms and traditions such as Sunday dinners reveal a deep Italian cultural emphasis on frequent, multigenerational connection. These rituals often involve family friends who take on roles similar to those of blood relatives, showing that family is frequently defined by lifelong presence and loyalty. While modern lifestyles are changing, family often remains a primary source of social and emotional support.

**Demonstration of Learning:**

Unit 4 IPA: Students are invited to a meaningful family celebration in the target language and must clarify/define the relationships and personalities of the family members at that celebration.

- Interpretive (Listening): Students listen to a voicemail/video message from a friend inviting them to the celebration and giving them a quick intro to the people they will meet. Students will listen to their message and answer comprehension questions in English.
- Interpersonal (Speaking): Students discuss the invitation with a classmate who was also invited to the party to clarify the relationships between the people mentioned in the invite.
- Presentational (Writing): Students post a photo from one of their own family's on social media and write a short caption to identify three people in the photo and provide additional details about their personalities, likes or dislikes.



New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Family members/extended relationships</li> <li>Possessive adjectives</li> <li>Personality and physical adjectives</li> <li>Activities as infinitives</li> <li>Hobbies or celebration infinitives?</li> <li>Birthdays (months and writing the date)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>¿Quién es?</li> <li>Éste/Ésta es...</li> <li>Ser + poss adj + family relation</li> <li>Tener + physical descriptions</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Ser (all six conjugations)</li> <li>Adjective agreement</li> <li>Indirect object pronouns with gustar (all six forms)</li> <li>Gusta v gustan (with objects)</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Family members/extended relationships</li> <li>Possessive adjectives</li> <li>Personality and physical adjectives</li> <li>Activities as infinitives</li> <li>Hobbies or celebration infinitives?</li> <li>Birthdays (months and writing the date)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Voici mon père, ma mère, ma sœur...</li> <li>Mon, ma, mes, ton, ta, tes, son, sa, ses</li> <li>Notre, votre, leur, nos, vos, leurs</li> <li>Avoir + Les yeux, les cheveux, châains, roux...</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Adjective agreement</li> <li>Prendre</li> <li>Re verbs</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Family members/extended relationships</li> <li>Possessive adjectives</li> <li>Personality and physical adjectives</li> <li>Activities as infinitives</li> <li>Hobbies or celebration infinitives?</li> <li>Birthdays (months and writing the date)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Mi piace/non mi piace</li> <li>Fare, andare</li> <li>Essere</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Adjective/noun agreement</li> <li>Indirect object pronouns with the verb piacere + infinitives</li> <li>Piace v piacciono (mi/ti)</li> <li>are/ere/ire verbs</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>Students recycle the verb "to be" and basic physical/personality adjectives from Unit 1 to describe the diverse members of their "inner circle."</li> </ul>		<ul style="list-style-type: none"> <li>Students will use the "likes and dislikes" structures to negotiate restaurant choices with classmates based on their inner circle's dietary preferences.</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
		<ul style="list-style-type: none"> <li>6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>		<ul style="list-style-type: none"> <li><i>Spanish Folder</i></li> <li><i>French Folder</i></li> <li><i>Italian Folder</i></li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that the term "family" refers exclusively/universally to biological or legal (blood) relatives.</li> <li>• Students may view traditions like godparenting or naming ceremonies as strictly religious rituals without significant social or practical impact.</li> <li>• Students may assume that cultural expectations for family roles are static and have remained unchanged over time.</li> </ul>
Differentiation through <i>Universal Design for Learning</i>	
<p><b>UDL Indicator</b></p> <ul style="list-style-type: none"> <li>• 9.2: Develop awareness of self and others</li> </ul>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>• Have students create an "Inner Circle Asset Map" instead of a traditional family tree to recognize people who provide support, guidance, and loyalty, regardless of blood relation.</li> <li>• Model how to use neutral language or choose which "inner circle" members to highlight, reducing potential anxiety for students who may find traditional family discussions challenging.</li> <li>• Showcase a variety of non-traditional family structures in the target culture to potentially help students recognize their own diverse backgrounds reflected as a global norm rather than an exception.</li> </ul>

## Unit 4: Family Gatherings (Novice Mid)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can understand the basic facts of an invitation (such as the event type, date, time, and location) in a voicemail or video message.</li> <li>I can identify family members and their relationships to others (such as mother, brother, or godparent) when listening to an introduction.</li> <li>I can recognize physical and personality traits (such as tall, funny, or kind) when hearing someone describe their friends or family.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask and answer simple questions to identify who is in someone's family or "inner circle" of relationships.</li> <li>I can exchange information with a classmate to clarify the names and roles of people attending a family celebration.</li> <li>I can share basic likes and dislikes of my family members during a conversation.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can list the people in my "inner circle" and state their relationship to me in a written caption or short recording.</li> <li>I can describe the physical appearance and personality of my family members using simple sentences.</li> <li>I can present information about what my family members like to do (using hobbies or activities) in a short message or social media post.</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how the concept of "family" in the target culture often extends to include non-blood relatives.</li> <li>I can identify how a specific celebration reflects cultural values regarding family.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify similarities and differences in how family celebrations or traditions are celebrated around the world.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can use my knowledge of the calendar and dates to state when birthdays and family celebrations occur.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can learn about and respect the diverse "inner circles" represented in my classroom community.</li> </ul>	

## Unit 5: Regional Dishes (Novice Mid)

### Unit Overview

#### Relevant Standards: **Bold indicates priority**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Overview

This 6-week unit takes students beyond the restaurant menu to explore how geography, history, and migration flavor the plates of the target culture. Students will investigate how "traditional" dishes, like the tomato-based sauces of Italy to the spices of French tagines, are actually the result of centuries of global exchange. In the summative IPA, students negotiate with a partner to determine where they want to eat, choosing between two regional options based on dishes, preferences, and cost. Learning activities focus on the sensory vocabulary and grammatical structures needed to express preferences, describe tastes, and explain the cultural origins of what is on the table.

### Essential Question(s):

- What can a menu reveal about a culture?

### Enduring Understanding(s):

**Enduring Understanding(s):** What people eat is deeply influenced by history, geography, and cultural exchange. While food is often tied to specific regional identities, "traditional" cuisines are actually the result of centuries of global influence and migration such as the exchange of ingredients between Europe, Africa, Asia, and the Americas. Food traditions are often less about the food itself and more about the community values of sharing a meal, though these slow, communal traditions are increasingly in tension with the fast pace of modern life.

- Spanish: Cuisine in the Spanish-speaking world is defined by the fusion of cultures. "Traditional" dishes often rely on ingredients that were not native to the region. For example, the tomato used in Spanish *gazpacho* came from the Americas, while ingredients like rice and saffron (essential for *paella*) were introduced to Spain by the Moors. In Latin America, Indigenous staples (corn, beans, chilies) blended with European influences to create entirely new, evolving traditions.
- French: French cuisine is often stereotyped as a single entity, but it is deeply divided by regional geography. Furthermore, French cuisine changes as the population changes. Due to immigration and colonial history, dishes from North Africa, such as couscous and tagine, have become staples of the modern French diet, challenging the definition of what is "traditionally" French.
- Italian: There is no single "Italian cuisine," but rather distinct cuisines from places like Sicily, Tuscany, or Rome. Much of what is considered "classic" Italian food is actually a result of global exchange. The tomato, now the symbol of southern Italian cooking, is a relatively recent import from the Americas. Today, fast food culture is being challenged by a "Slow Food" movement which values local, sustainable eating/growing.

### Demonstration of Learning:

Unit 5 IPA: Students work with a partner to decide which of two restaurants to visit based on the restaurant's menus and personal preferences.

- Interpretive (reading): Students analyze two menus from two distinct regions or types of cuisine and answer questions about various dishes, such as ingredients and cost.
- Interpersonal (speaking): Students partner with a classmate and determine which restaurant to visit based on their dietary tastes and preferences.
- Presentational (speaking): Students present a favorite dish of their own to the class, describing ingredients, taste, and relevant family or cultural history.

Spanish Vocabulary and Language Structures	French Vocabulary and Language Structures	Italian Vocabulary and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Tastes (spicy, salty, bland, bitter, sweet, sour, umami, rico)</li> <li>• <a href="#">Food words</a> (papa, tomate, arroz, and seafood, drawn from menus)</li> <li>• Drinks</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Comer, beber, other food related verbs</li> <li>• Te gustaria(n)....?</li> <li>• Prefieres...?</li> <li>• Me gustaría/n...porque</li> <li>• Prefiero...porque</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Me gustaría/n + noun</li> <li>• me gustaría + infinitive</li> <li>• Prefiero + noun</li> <li>• prefiero + infinitive</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Tastes (picante, salé, insipide, doux/douce, riche)</li> <li>• Food words</li> <li>• Drinks</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Parce que/qu’</li> <li>• Je voudrais + noun/verb</li> <li>• Je voudrais... parce que</li> <li>• Je préfère... parce que</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Manger</li> <li>• Boire (irregular verb)</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Tastes (piccante, salato, insipido, amaro, dolce , acido, umami, ricco)</li> <li>• <a href="#">Food words</a> (pomodoro, potato, riso, pesce)</li> <li>• Drinks</li> <li>• Perche</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• c’è/ci sono</li> <li>• Mangiare, bere</li> <li>• Piacere (mi/ti piace/piacciono)</li> <li>• Vorrei</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Mi/ti piacerebbe + verb</li> <li>• Mi/ti piacerebbe/ebbero + noun</li> <li>• Preferisco/preferisco + noun/ preferisco + infinitive</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students build on their understanding of lunch as a cultural practice by examining the historical and geographical origins of the ingredients on their plates.</li> </ul>		<ul style="list-style-type: none"> <li>• Students can draw upon the understanding of regional differences and cultural exchange developed during this unit to better understand differences in home design in unit 6.</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Spanish Folder</i></li> <li>• <i>French Folder</i></li> <li>• <i>Italian Folder</i></li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that what we consider to be traditional dishes have existed in Europe or the Americas forever, without recognizing the deep influence of cultural exchange.</li> <li>• Students are likely used to thinking of cuisine as national, and be unfamiliar with the regional distinctions that exist within countries.</li> <li>• Students may be used to thinking of food as a functional time to refuel, and be unfamiliar with social rituals like the “slow food” movement that prioritize community over efficiency.</li> </ul>
Differentiation through <i>Universal Design for Learning</i>	
<p><b>UDL Indicator</b></p> <ul style="list-style-type: none"> <li>• Consideration 3.4: Maximize transfer and generalization</li> </ul>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>• Use a consistent organizer to help students generalize the skill of identifying main ingredients, costs, and regional markers regardless of the specific cuisine they are viewing.</li> <li>• Dedicate specific lesson segments to practicing grammatical constructions to express preferences (introduced in Unit 4) in the new context of tastes and ingredients.</li> <li>• Create a visual concept map or word web that starts with a familiar ingredient (like the tomato or potato) and traces its historical voyage between the Americas and Europe/Africa.</li> </ul>

## Unit 5: Regional Dishes (Novice Mid)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can recognize specific dishes and their main ingredients when reading a regional menu.</li> <li>I can recognize the cost of items and identify currency symbols while reviewing restaurant menus.</li> <li>I can understand descriptions of food tastes (such as spicy, sweet, or salty) when listening to someone describe a dish.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask and answer questions about my own food preferences and dietary tastes during a conversation.</li> <li>I can negotiate with a partner to decide which restaurant to visit based on menu options and shared interests.</li> <li>I can request and provide simple information about the price and availability of food items.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can describe my favorite dish (including its name, 2–3 main ingredients, and its taste) in a short oral or written presentation.</li> <li>I can state when I typically eat my favorite dish (using habitual present tense).</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how "traditional" dishes are often the result of global exchange.</li> <li>I can explain how dining practices reveal cultural perspectives or values in the target culture.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can compare my own daily eating habits and rituals with those found in the target culture.</li> <li>I can describe regional differences surrounding food in the United States, as well as the target culture.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can use my knowledge of math to calculate the total cost for a meal using an authentic menu.</li> <li>I can use my knowledge of geography to identify which regions of a country are known for specific dishes or ingredients.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can identify diverse foods in my own community that represent examples of cultural exchange.</li> </ul>	



## Unit 6: Home Design (Novice Mid)

### Unit Overview

#### Relevant Standards: **Bold indicates priority**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Overview

In this unit, students examine the physical structures of a home as a direct response to a community's environment and geography. They investigate how traditional architectural features reflect both functional adaptations to climate and cultural values. Students also explore the tension created as these traditional designs are adapted for smaller, high-density urban living. In the summative IPA, students listen to a description of a home they will be "visiting," respond with a written description of their own, and discuss living spaces after an imagined cultural exchange. Learning activities focus on the functional vocabulary for rooms and household items, alongside the grammatical structures needed to describe locations and personal preferences.

### Essential Question(s):

- How do geography and culture shape homes in different communities?

### Enduring Understanding(s):

- The structures we call home are shaped by the land they sit on and the values of the people who build them. While "traditional" architecture is often a functional response to geography and climate, these styles also reflect the blending of cultures over time. Today, modern urbanization creates a tension as these traditional, environment-focused designs are adapted for smaller, high-density city living.
  - Spanish - Homes in the Spanish-speaking world often feature a central courtyard, a design that reflects both a response to hot climates and a cultural value for private family "oases." While rural homes may use local materials to manage heat, urban residents must adapt these values to modern apartments.
  - French - The "traditional" French home is typically a regional adaptation tied to local geography, such as steep, snow-shedding roofs of the Alps or stone structures of the South. These regional identities now blend with modern urban density in cities like Paris, where historic architecture meets the needs of a changing population.
  - Italian - Italian architecture is defined by enduring materials like stone, which were originally used to manage the Mediterranean climate and house multigenerational families. As Italy urbanizes, the challenge is to maintain these traditional family connections within the constraints of modern city dwellings.

### Demonstration of Learning:

Unit 6 IPA: While on a cultural exchange, students share information about their home and learn about other homes that they and their friends are visiting during their stay.

- **Interpretive (reading)**: The student's host describes their house before the first visit. Students must listen carefully and draw a floorplan/map based on what their host describes.
- **Presentational (written)**: Students respond to their host with a written description of their own home back in the United States, including additional details about a favorite room.
- **Interpersonal (speaking)**: After their first weekend of the exchange program, students are now back together with friends and classmates for a day in school. Using the picture provided, students tell others about the house they are staying in.

New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Rooms in home</li> <li>• Key items in rooms</li> <li>• Directional words</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Estar + to the right, to the left, next to, between, on the ground/first/second floor, inside, outside</li> <li>• Me gusta porque</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Ir verbs in the present tense</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Rooms in the home</li> <li>• Key items in rooms</li> <li>• Directional words</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• To the right, to the left, next to, between, on the ground/first/second floor, inside, outside</li> <li>• Parce que/qu'</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Contraction (definite article + preposition)</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Rooms in the home</li> <li>• Key items in rooms</li> <li>• Directional words</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• To the right, to the left, next to, between, on the ground/first/second floor, inside, outside</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Preposition + definite articles (di + il → del)</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students recycle location and directional vocabulary used to navigate a city in Unit 3 to now describe the layout of a floor plan and the placement of household items.</li> <li>• Students apply their understanding of regional geography they developed in Unit 5 to explain why certain building materials are used in traditional homes, just as they were used in regional cuisines.</li> </ul>		<ul style="list-style-type: none"> <li>• Future and conditional tense to talk about your future house or where you would like to live</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>		<ul style="list-style-type: none"> <li>• Spanish Folder</li> <li>• French Folder</li> <li>• Italian Folder</li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that a single housing type represents an entire country, or that all people in a given area live in similar homes.</li> <li>• Students may view architectural features through purely aesthetic or decorative lens, failing to recognize seemingly old fashioned choices as functional responses to the environment.</li> <li>• Students may expect homes around the world to closely mirror their own, or the suburban homes often depicted in American media.</li> </ul>
Differentiation through <i>Universal Design for Learning</i>	
<p><b>UDL Indicator</b></p> <ul style="list-style-type: none"> <li>• Consideration 6.4: Enhance capacity for monitoring progress</li> </ul>	<p><b>Teacher Actions:</b></p> <ul style="list-style-type: none"> <li>• Have students compile a "process portfolio" that includes their first self-introduction from Unit 1 and their final home description from Unit 6. Provide prompts for students to self-monitor and reflect on how their sentences have grown.</li> <li>• Create a "Proficiency Path" chart for the classroom where students can use sticky notes or digital markers to track their daily progress toward the unit's Can-Do statements, or the ACTFL proficiency indicators.</li> <li>• Use proficiency based rubrics or models to support student reflection and/or peer feedback for interpersonal or presentational tasks.</li> </ul>

## Unit 6: Home Design (Novice Mid)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can identify rooms and key household items when hearing or reading a description of a home.</li> <li>I can understand where rooms or objects are located based on directional words used in written or spoken descriptions of a home.</li> <li>I can draw a floorplan or map by identifying the arrangement of rooms described in an authentic spoken or written text.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask and answer simple questions about where someone lives and what their home is like.</li> <li>I can exchange information about a house I am staying in by describing a picture and answering follow-up questions from a peer.</li> <li>I can communicate my preferences for certain living spaces (such as which room I like best) and react to a friend's preferences.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can describe the physical features of my home (including the names of rooms and their locations) in a written note or short recording.</li> <li>I can present detailed information about my favorite room, including what activities I do there and what items are inside .</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how specific architectural features of homes in the target culture are functional responses to geography and climate.</li> <li>I can identify how cultural values are reflected in home design.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify similarities and differences between my own home layout and a high-density urban home in the target culture.</li> <li>I can compare how people in different communities adapt their traditional housing styles to modern city living.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can use my knowledge of geography and climate to explain why certain building materials or designs are used in specific regions.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can use the language to share information about my own home and learn about the diverse living situations of my classmates.</li> </ul>	



**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

Information

Date: Feb 4, 2026

Decision

**AGENDA REPORTING FORM**

<b>TOPIC: World Language Level 1 Curriculum Revision</b>	
<b>BACKGROUND:</b> This is the second reading of the revised curriculum for Level 1 of Spanish, French, and Italian, first presented to the Student Achievement Committee on January 21st. In this course, students begin their journey towards proficiency in Spanish, French, or Italian, learning the skills they need to communicate effectively in the target language while investigating diverse cultural products, practices, and perspectives. Students use language as a tool to explore personal identity, schedules and school life, community design, familial celebrations, food traditions, and the concept of home. Each unit builds towards a performance assessment designed to provide students the opportunity to demonstrate their progress towards Novice-Mid levels of proficiency by engaging in real-world tasks.	
<b>COSTS:</b> N/A	<b>FUNDING SOURCE:</b> N/A
<b>RECOMMENDATIONS/COMMENTS:</b>	
<b>ATTACHMENTS:</b> <ul style="list-style-type: none"><li>• <a href="#">WL Level 1 Curriculum 2026.pdf</a></li></ul>	

**TOPIC PRESENTER:** Leszek Ward  
**CONTACT NUMBER:** 860-584-7083  
**SUPERINTENDENT:** Ms. Iris White

<b>Bristol Board of Education, Bristol, CT</b>	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
UConn ECE: Individual and Family Development	CTE: Education/Training Pathway	11-12	1 Credit 3 UCONN credits (HDFS 1070)

**Course Description:**

This course provides a foundational exploration of human development across the lifespan, emphasizing the systematic interaction between individuals, family systems, and broader social influences. By synthesizing key research and theoretical frameworks in human development and family studies, students will analyze how contextual factors and family processes reciprocally shape the life course. Through an appreciation of family diversity and the application of course concepts to real-life scenarios, students will learn to evaluate development within the family context, therefore gaining valuable insights applicable to both personal growth and future professional practice. The course will include an internship component. *Students may earn three college credits through the University of Connecticut's Early College Experience (ECE) program for successful completion of Individual and Family Development (HDFS 1070).*

**Aligned Core Resources:** **Connection to the *BPS Vision of the Graduate***

<p>Textbook: <i>Development Through Life: A Psychosocial Approach</i></p> <p>Standards: <a href="#">National Standards for Family and Consumer Sciences Education</a></p> <p>UConn Syllabus: <a href="#">HDFS 1070 Individual and Family Development Course Information and Requirements</a></p>	<p><b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>Demonstrates ability to work effectively and respectfully with diverse teams</li> </ul> <p><b>SOCIAL AND CROSS-CULTURAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Respect cultural differences and work effectively with people from a range of social and cultural backgrounds</li> <li>Leverage social and cultural differences to create new ideas and increase both innovation and quality of work</li> </ul> <p><b>MEDIA LITERACY</b></p> <ul style="list-style-type: none"> <li>Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</li> </ul> <p><b>GLOBAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>Understand other nations and cultures including the use of non-English language</li> <li>Demonstrating understanding of others perspectives and needs</li> </ul> <p><b>EMPATHY</b></p> <ul style="list-style-type: none"> <li>Listen with an open mind to understand others' situations</li> <li>Understand the concept of community as a means for supporting others in need</li> </ul>
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**Additional Course Information:** **Link to *Completed Equity Audit***

<p><b>Knowledge/Skill Dependent courses/prerequisites</b></p> <p>Successful completion of two years of English/Language Arts, one year of social studies, and one year of science, or instructor consent, is required. (Reference: <a href="#">Human Development &amp; Family Sciences   UConn Early College Experience</a>)</p>	<p><a href="#">Equity Curriculum Review Audit (Ind &amp; Family Development 2026)</a></p>
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**Standard Matrix**

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6.1 Analyze the effects of family as a system on individuals and society						
6.1.6 Analyze the effects of change and transitions over the life course.					✓	
6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.						
6.2.4						✓



Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.						
12.1 Analyze principles of human growth and development across the life span.						
<ul style="list-style-type: none"> <li>12.1.1 Analyze physical, emotional, social, moral, and cognitive development.</li> </ul>		✓	✓		✓	✓
<ul style="list-style-type: none"> <li>12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.</li> </ul>		✓	✓		✓	
12.2 Analyze conditions that influence human growth and development.						
<ul style="list-style-type: none"> <li>12.2.1 Analyze the influences of heredity and environment on human growth and development.</li> </ul>					✓	
<ul style="list-style-type: none"> <li>12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development.</li> </ul>	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> <li>12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development.</li> </ul>	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> <li>12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.</li> </ul>	✓		✓	✓	✓	
<ul style="list-style-type: none"> <li>12.2.5 Analyze geographic, political, and global influences on human growth and development.</li> </ul>	✓					
12.3 Analyze strategies that promote growth and development across the life span.						
<ul style="list-style-type: none"> <li>12.3.1 Analyze the role of nurturance on human growth and development.</li> </ul>		✓				
<ul style="list-style-type: none"> <li>12.3.2 Analyze the role of communication on human growth and development.</li> </ul>		✓				
<ul style="list-style-type: none"> <li>12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.</li> </ul>			✓			
13.1 Analyze functions and expectations of various types of relationships.						
13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.	✓					

15.2 Evaluate parenting practices that maximize human growth and development.						
15.2.1 Analyze nurturing practices that support human growth and development.			✓			
15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.			✓			
15.4 Analyze physical and emotional factors related to beginning the parenting process.						
15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.		✓				
15.4.2 Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.		✓				
15.4.3 Analyze alternatives to biological parenthood.		✓				
15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.		✓				

**Unit Links**

[Unit 1: Development Through the Lifespan Perspective and Theories](#)

[Unit 2: Pregnancy, Prenatal Development, and Infancy](#)

[Unit 3: Childhood](#)

[Unit 4: Adolescence](#)

[Unit 5: Adulthood](#)

[Unit 6: Elderhood, Death, & Bereavement](#)

<b>Unit Title:</b>																	
Unit 1: Development Through the Lifespan Perspective and Theories																	
<b>Relevant Standards: Bold indicates priority</b>																	
<b>12.2.2</b> , 12.2.3, 12.2.4 , 12.2.5 , <b>13.1.2</b>																	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>																
How do we study development over the lifespan and why is it important?	<ul style="list-style-type: none"> <li>Describe the psychosocial approach to the study of development, including how the biological, psychological, and societal systems are related.</li> <li>Explain how theories contribute to the study of development and explain the basic idea of each of the seven major theories.</li> <li>Define the 6 concepts of psychosocial theory and identify the strengths and weaknesses of the theory.</li> </ul>																
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>																
Case Study Analysis Written Unit Assessment	10 Class Periods																
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>																
<a href="#">Family Overview - Individual and Family Development - HDFS UConn ECE (2026)</a> (English/Spanish)	N/A																
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>																
<table border="0"> <tr> <td>Biological System</td> <td>Psychosocial Theory</td> </tr> <tr> <td>Continuity</td> <td>Developmental Task</td> </tr> <tr> <td>Identity</td> <td>Developmental Stage</td> </tr> <tr> <td>Life Expectancy</td> <td>Societal system</td> </tr> <tr> <td>Life span</td> <td>Collectivism</td> </tr> <tr> <td>Longevity</td> <td>Individualism</td> </tr> <tr> <td>Plasticity</td> <td>Zone of Proximal</td> </tr> <tr> <td>Psychological system</td> <td>Development</td> </tr> </table>	Biological System	Psychosocial Theory	Continuity	Developmental Task	Identity	Developmental Stage	Life Expectancy	Societal system	Life span	Collectivism	Longevity	Individualism	Plasticity	Zone of Proximal	Psychological system	Development	Secrets of the Blue Zones
Biological System	Psychosocial Theory																
Continuity	Developmental Task																
Identity	Developmental Stage																
Life Expectancy	Societal system																
Life span	Collectivism																
Longevity	Individualism																
Plasticity	Zone of Proximal																
Psychological system	Development																
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>																
This is related to Developmental Psychology and may also build on content from Child, Family, Community. The reading, writing, speaking, and speaking components of the course are related to the humanities. Specifically, the historical factors that have contributed to lifespan development.	<ul style="list-style-type: none"> <li>Individuals are in control of their life span development.</li> <li>Things that happen early in life do not impact individuals later in their life.</li> </ul>																
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>																
This is the first unit of the course.	It will serve as the foundation of the course and the lens with which we examine the remainder of our course content.																
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>																	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>																
<b>Engagement:</b> <ul style="list-style-type: none"> <li>Offer choices in content (e.g., case studies, documentaries, interviews) to explore the biopsychosocial model, activating learner's interests.</li> <li>Use historical data, current events, or allowing students to choose a specific culture or time period to research, fostering autonomy.</li> <li>Use collaborative grouping for peer support in understanding complex ideas.</li> </ul> <b>Representation:</b> <ul style="list-style-type: none"> <li>Provide information using varied formats. Use graphic organizers (like Venn diagrams or concept maps) to illustrate the interrelation of the three systems. Offer key vocabulary with multiple definitions, analogies, and non-linguistic representations (e.g., images, diagrams).</li> </ul>																	

- Present data on life expectancy changes using varied formats: interactive graphs, statistical tables, video lectures, and historical accounts. Explicitly teach the underlying concepts (e.g., maximum lifespan vs. average life expectancy) using clear definitions and comparative examples
- Present the principles in diverse ways: video summaries of theorists (e.g., Piaget, Erikson), a summary table comparing the key tenets, simplified textual explanations, and concrete examples illustrating each theory. Use highlighting to emphasize the core concepts of each theory.

**Action & Expression:**

- Allow students multiple ways to explain the interrelation.
- Provide scaffolds for self-regulation (e.g., checklists, rubrics) for the explanation task.
- Offer options to articulate the principles: develop a matrix/chart summarizing the theories, create a mnemonic device or song to remember them, teach one of the theories to a peer.

**Supporting Multilingual/English Learners**

**Related *CELP standards* and differentiated Learning Targets**

	Emerging	Bridging	Expanding
LT 1	I can identify and label the three systems using simple sentences and key terms.	I can describe a simple cause-and-effect relationship between two of the systems using compound sentences and some academic vocabulary.	I can explain and analyze the complex interrelationships among the three systems using clear transitional phrases and nuanced, domain-specific vocabulary.
LT 2	can state a basic fact about life expectancy changing (e.g., "Life expectancy is higher now").	I can describe the trend in life expectancy and offer one simple reason for its importance to development using organized paragraphs.	I can construct a supported claim about the impact of changing life expectancy on the study of the lifespan, organizing my ideas logically in a persuasive text.
LT 3	I can match the name of a theory to a main principle using short, simple descriptions.	I can summarize the basic principles of several theories using descriptive language and some organizational tools (e.g., lists).	I can articulate and compare the core principles of multiple theories clearly and comprehensively, ensuring detailed components of each theory are covered.
LT 4	I can name the stages of the theory in order.	I can describe the stages and identify the key task or crisis at each stage using sequential language (e.g., <i>first, then, next</i> ).	I can develop a detailed written or oral description of the stages, tasks, and crises of the theory using precise, complex language and sophisticated sequence markers.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1	<b>Learning Target 1</b> I can explain how the biological, psychological, and social systems are interrelated in individual development.	<ul style="list-style-type: none"> <li>• I can define the terms longevity and life expectancy.</li> <li>• I can describe the components of the biological, psychological and social system.</li> <li>• I can explain how those systems interact to affect life span development.</li> </ul>	
2-3	<b>Learning Target 2</b> I can explain how life expectancy has changed over time and what this means for the study of development of the lifespan.	<ul style="list-style-type: none"> <li>• I can define the terms life span and life expectancy.</li> <li>• I can analyze charts and graphs for changes in life expectancy in the United States and the world.</li> <li>• I can describe major influences that have contributed to these changes.</li> <li>• I can discuss the benefits and drawbacks of these changes on human development.</li> </ul>	Secrets of the Blue Zones

4-5	<p><b>Learning Target 3</b> I can articulate the basic principles of each of the seven major theories that drive human development.</p>	<ul style="list-style-type: none"> <li>● I can list the seven major theories</li> <li>● I can outline and present the main principles of one assigned theory.</li> <li>● I can summarize the main points of the theories my classmates present.</li> <li>● I can distinguish between each of the seven theories in class activities.</li> </ul>	
6-7	<p><b>Learning Target 4</b> I can describe the stages, tasks, and crisis at each stage of the psychosocial theory.</p>	<ul style="list-style-type: none"> <li>● I can define psychosocial theory and list the stages.</li> <li>● I can describe the tasks of each stage of this theory.</li> <li>● I can explain the crisis and what optimal development looks like at each stage.</li> <li>● I can diagram positive and negative psychosocial development.</li> </ul>	

<b>Unit Title:</b>	
Unit 2: Pregnancy, Prenatal Development, and Infancy	
<b>Relevant Standards: Bold indicates priority</b>	
<b>12.1.1</b> , 12.1.2 , 12.3.1, 12.3.2, 12.2.1 , 12.2.2, <b>15.4.1</b> , <b>15.4.2</b> , 15.4.3, <b>15.4.4</b>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How do infants develop from conception through their first two years of life?  How do genetics and environmental factors influence development during the first two years?	<ul style="list-style-type: none"> <li>• The process of prenatal development from fertilization through three trimesters of pregnancy.</li> <li>• Pregnant women and the developing fetus influence each other, focusing on how pregnancy affects a childbearing woman and expectant father, and the impact of environmental influences on fetal growth .</li> <li>• How culture impacts pregnancy and childbirth.</li> <li>• How infants sensory, motor, language, and attachments develop during the first 2 years of life</li> <li>• The importance of parents and caregivers during infancy.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Technology in Genetics Socratic Seminar	12 Class Periods
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Family Overview - Individual and Family Development - HDFS UConn ECE (2026)</a> (English/Spanish)	N/A
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Embryo Placenta Fetus Quickening Chromosomes Genotype Phenotype Cumulative relation Imprinting Effacement Dilation Cesarean Section	Infant Mortality Rate SIDS Gestational Age Birth Culture Miscarriage Abortion Zygote Apgar Scoring Sensory Motor Adaption Attachment Intersubjectivity Social Referencing
Babies Documentary Series	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Sciences- genetics Psychology Reading, Writing	Attachment and trust building are not critical for infant development.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
The first unit explored the developmental tasks and psychosocial crisis of the previous stages of the life span.	It will serve as the foundation of the course and the lens with which we examine the remainder of our course content.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Engagement:</b>	
<ul style="list-style-type: none"> <li>• Use family traits and genetic counseling scenarios to activate prior knowledge for the genetics target.</li> <li>• Use structured debates on the ethical considerations of alternative reproduction and use small-group discussions for analyzing attachment theories.</li> <li>• Offer choices in content to analyze, such as a specific culture's birth tradition or which contributing factor of</li> </ul>	

infant mortality to investigate.

- Use authentic materials like parenting guides, pediatric recommendations, or public health data when evaluating the critical role of parents and analyzing infant mortality.

**Representation:**

- Use animated videos, flowcharts, and diagrams to illustrate complex biological processes like genetic inheritance and the birth process.
- Use concept maps to illustrate the complex network of environmental, social, and cultural factors influencing pregnancy.
- Use graphic organizers like T-charts or comparative matrices to clearly illustrate the opposing outcomes of the trust vs. mistrust crisis.

**Action & Expression**

- Create a short animated video or design a game/quiz show on genetics.
- Compare birth practices across two cultures or develop a comprehensive risk assessment model.
- Write a set of evidence-based recommendations for a new parent or create a rubric to assess a daycare environment.
- Build a physical or digital timeline or create a "developmental diary."

**Supporting Multilingual/English Learners**

**Related CELP standards and differentiated Learning Targets**

	Emerging	Bridging	Expanding
LT 1	I can label a diagram of genetic transfer using words like DNA and gene.	I can explain how traits are passed from parents to children using specific vocabulary.	I can summarize the complex biological process of genetic inheritance.
LT 2	I can define fertilization and list two ways people get help having babies.	I can describe the fertilization process and identify ethical concerns of new technology.	I can analyze the biological process and evaluate the ethics of reproductive technology.
LT 3	I can sequence the three trimesters using a visual timeline and short captions.	I can describe the major physical developments that occur in each trimester.	I can trace the continuous development from fertilization to birth with technical detail.
LT 4	I can label the stages of birth and identify one reason for infant mortality.	I can describe the birth process and explain factors that impact infant health.	I can analyze the birth process and the systemic factors contributing to mortality rates.
LT 5	I can list physical changes a pregnant woman experiences (e.g., "weight gain").	I can explain how pregnancy affects a woman's body and her emotions.	I can analyze the physiological and psychological shifts throughout pregnancy.
LT 6	I can identify things that help or hurt a pregnancy (e.g., "healthy food" vs "smoke").	I can explain how a person's environment and culture influence their pregnancy.	I can analyze how teratogens and social structures impact childbirth outcomes.
LT 7	I can match photos of infants to their milestones (e.g., crawling, grasping).	I can describe milestones and explain why sensorimotor play is important.	I can evaluate how specific milestones indicate healthy sensorimotor development.
LT 8	I can use a word bank to label different feelings and types of "bonding."	I can describe how an infant develops an emotional bond with a caregiver.	I can examine the process of social attachment and its role in emotional health.
LT 9	I can identify "trusting" vs "mistrusting" behaviors using a T-chart.	I can explain how a caregiver's actions lead to a successful or unsuccessful resolution.	I can describe the psychosocial crisis and analyze the resolution process.
LT 10	I can identify safe and unsafe items for a baby using a visual checklist.	I can explain how parents provide safety and nutrition to help a baby grow.	I can evaluate the caregiver's role in optimizing development and physical safety.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
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1-2	<b>Learning Target 1</b> I can summarize the process through which genetic information is passed from one generation to the next.	<ul style="list-style-type: none"> <li>I can define the terms chromosomes, genotype, and phenotype.</li> <li>I can explain the process of how genetic traits are copied and expressed in an individual's DNA.</li> <li>I can describe the impact developing technology plays on genetic information in a fetus.</li> </ul>	
3	<b>Learning Target 2</b> I can describe the process of fertilization including infertility, alternative means of reproduction, and related ethical considerations.	<ul style="list-style-type: none"> <li>I can explain the process of the first stage of prenatal development; fertilization.</li> <li>I can describe factors that may cause infertility as well as alternative means of reproduction.</li> <li>I can analyze the benefits and drawbacks of methods and technologies related to fertilization.</li> </ul>	
4-5	<b>Learning Target 3</b> I can trace the process of prenatal development from fertilization through three trimesters of pregnancy.	<ul style="list-style-type: none"> <li>I can summarize the growth and development milestones in each trimester.</li> <li>I can explain the difference between the germinal, embryonic, and fetal period.</li> </ul>	
6	<b>Learning Target 4</b> I can describe the birth process and analyze factors that contribute to infant mortality.	<ul style="list-style-type: none"> <li>I can describe the 5 stages of labor and possible birthing methods.</li> <li>I can summarize factors that lead to infant mortality.</li> </ul>	Labor & Delivery Guest Speaker Delivery from a partners perspective
7-8	<b>Learning Target 5</b> I can analyze the ways that pregnancy and the developing fetus affect the childbearing woman.	<ul style="list-style-type: none"> <li>I can identify and explain the physiological changes across all three trimesters, including hormonal shifts and organ displacement.</li> <li>I can analyze the psychological and emotional adjustments a woman may experience, such as "nesting" behaviors or mood fluctuations.</li> <li>I can describe how pregnancy affects a woman's daily lifestyle, including nutritional needs, physical activity, and sleep patterns.</li> </ul>	Birthing Practices from around the world 1 pager.
	<b>Learning Target 6</b> I can analyze the ways environmental, social, and cultural factors influence pregnancy and childbirth.	<ul style="list-style-type: none"> <li>I can analyze how teratogens (environmental toxins, substances, or infections) impact fetal development and maternal health.</li> <li>I can compare and contrast how different cultural traditions and social support systems (e.g., doulas, family structures) shape the experience of childbirth.</li> <li>I can evaluate how socioeconomic factors, such as access to prenatal care, influence pregnancy outcomes.</li> </ul>	
9-10	<b>Learning Target 7</b> I can describe important milestones and the importance of sensorimotor	<ul style="list-style-type: none"> <li>I can identify major physical milestones, such as the progression from rolling over to independent</li> </ul>	



	development within the first two years of life.	<p>walking.</p> <ul style="list-style-type: none"> <li>• I can explain the concept of object permanence and provide an example of how a child demonstrates this milestone.</li> <li>• I can describe how infants use their senses and motor skills to explore and understand their environment during Piaget's sensorimotor stage.</li> </ul>	
	<p><b>Learning Target 8</b> I can examine and analyze the emotional development and the process of social attachment that occurs within the first two years of life.</p>	<ul style="list-style-type: none"> <li>• I can distinguish between the four attachment styles (Secure, Avoidant, Ambivalent, and Disorganized) based on a child's reaction to a caregiver.</li> <li>• I can analyze the role of temperament in how an infant expresses emotions and responds to social stimuli.</li> <li>• I can explain the significance of "serve and return" interactions in building a secure emotional bond between infant and caregiver.</li> </ul>	
11	<p><b>Learning Target 9</b> I can describe the psychosocial crisis of trust vs. mistrust, including how the crisis is resolved both successfully and unsuccessfully.</p>	<ul style="list-style-type: none"> <li>• I can describe the characteristics of a successful resolution (the development of hope and security) versus an unsuccessful resolution (fear and withdrawal).</li> <li>• I can identify specific caregiver behaviors (consistency, responsiveness, affection) that lead to a sense of trust in an infant.</li> </ul>	Trust v. Mistrust Simulation
12	<p><b>Learning Target 10</b> I can evaluate the critical role of parents and caregivers during infancy with special consideration given to safety, nutrition, and optimizing development.</p>	<ul style="list-style-type: none"> <li>• I can evaluate home safety protocols (e.g., safe sleep practices, baby-proofing) that reduce the risk of injury or SIDS.</li> <li>• I can explain how proper nutrition (breastfeeding/formula and the introduction of solids) supports rapid brain and body growth.</li> <li>• I can design activities that optimize cognitive and social development, such as reading, floor time, and sensory play.</li> </ul>	

Unit Title:		
Unit 3: Childhood		
Relevant Standards: <b>Bold indicates priority</b>		
<b>12.1.1, 12.1.2, 12.2.2, 12.2.3, 12.2.4, 12.3.3, 15.2.1, 15.2.3</b>		
<b>Essential Question(s):</b>		<b>Enduring Understanding(s):</b>
What are the developmental tasks of childhood and what promotes or hinders growth during this stage of life?		<ul style="list-style-type: none"> <li>• That relationships, environment, and life experiences all impact how individual children address the developmental tasks of childhood.</li> <li>• Experiences in childhood impact an individual's development in adolescence and adulthood</li> </ul>
<b>Demonstration of Learning:</b>		<b>Pacing for Unit</b>
Contemporary Issues in Childhood Research Paper		15 Class Periods
<b>Family Overview (link below)</b>		<b>Integration of Technology:</b>
<a href="#">Family Overview - Individual and Family Development - HDFS UConn ECE (2026)</a> (English/Spanish)		N/A
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Gender Role Standards	Social Confidence	Fieldwork placements and transportation for students at local preschools and elementary schools (historically funded through the Perkins V grant).
Internalization	Rejection	
Moral Reasoning	Conformity	
Perspective Taking	Cognitive Restructuring	
Self esteem	Classification	
Group Games	Self Evaluation	
Initiative	Self efficacy	
Guilt	In Group	
Purpose	Out Group	
Inhibition	Industry	
School Readiness	Inferiority	
Friendships	Competence	
	Inertia	
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>
Psychology English Social Studies		That children choose the way they develop independent of their experiences, culture, education, and family of origin.
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
All prior units have explored the developmental tasks and psychosocial crisis of the previous stages of the life span.		It will serve as the foundation of the course and the lens with which we examine the remainder of our course content.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>		
<b>UDL Indicator</b>		<b>Teacher Actions:</b>
<b>Engagement:</b>		
<ul style="list-style-type: none"> <li>• Use video clips or case studies to directly connect abstract developmental tasks to real-life contexts and student experiences.</li> <li>• Allow students to choose which age group (e.g., 4-6, 7-9, 10-12) or which psychosocial crisis (e.g., Initiative vs. Guilt, Industry vs. Inferiority) they want to focus on for in-depth application.</li> <li>• Offer structured observation forms for fieldwork to scaffold the process of identifying examples of tasks and crises.</li> <li>• Use collaborative problem-solving activities where students design strategies for interacting with children in ways that support healthy development.</li> </ul>		
<b>Representation:</b>		

- Use concrete examples and scenarios to translate abstract concepts like "developmental tasks" (e.g., "peer acceptance," "skill building") into observable "look and sound" descriptions.
- Provide charts, concept maps, or visual timelines that summarize the progression of developmental tasks across the 4–12 age range.
- Use graphic organizers (e.g., a "Before/After" or "Resolution/Impact" chart) to explain how the successful vs. unsuccessful resolution of the psychosocial crises impacts a child's development.

**Action & Expression:**

- Students can create a digital playbook of developmental tasks, record a podcast segment explaining "what it looks and sounds like," or develop an illustrated children's story demonstrating the tasks.
- Students can develop a guideline for interacting with children that supports a specific developmental task or crisis resolution.
- Students can create a role-playing scenario or infographic that explains the psychosocial crises (Initiative vs. Guilt; Industry vs. Inferiority) and their developmental impact.

**Supporting Multilingual/English Learners**

**Related CELP standards and differentiated Learning Targets**

	Emerging	Bridging	Expanding
LT 1	I can list 3-5 tasks children do (e.g., "read," "play") using a word bank.	I can describe developmental tasks and give a "real-life" example of each.	I can summarize tasks and explain how they sound in real-world contexts.
LT 2	I can match a developmental task to a picture of a child.	I can explain how a specific childhood task appears in a real-world story.	I can apply knowledge of developmental tasks to analyze complex real-world examples.
LT 3	I can label the childhood crises (e.g., Initiative vs. Guilt).	I can explain how a positive or negative resolution affects a child's future.	I can analyze how the resolution of childhood crises impacts long-term development.
LT 4	I can use a checklist to mark developmental tasks I see during my fieldwork.	I can write an observation report identifying specific tasks and crises in a child.	I can demonstrate knowledge by identifying and documenting evidence from fieldwork.
LT 5	I can use basic phrases and modeled play to interact with children.	I can choose activities for children that support their specific developmental stage.	I can interact with children in ways that intentionally support healthy development.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1-3	<b>Learning Target 1</b> I can summarize the developmental tasks of children ages 4-12 and explain examples of how they might look and sound in real life context.	<ul style="list-style-type: none"> <li>• I can investigate one developmental task from childhood and synthesize my key learning in visual format to present to the class.</li> <li>• I can verbally explain to my peers the key elements of the assigned developmental task.</li> <li>• I can record and clarify information presented to me from my peers.</li> </ul>	
4	<b>Learning Target 2</b> I can apply my knowledge of developmental tasks in childhood to real world examples.	<ul style="list-style-type: none"> <li>• I can practice application of my developmental task knowledge to case studies.</li> <li>• I collaborate with a partner to analyze the case study presented.</li> </ul>	
5-6	<b>Learning Target 3</b> I can explain the psychosocial crises of childhood and how the resolutions of these crises impact the child's development.	<ul style="list-style-type: none"> <li>• I can describe the psychosocial crisis of initiative v. guilt.</li> <li>• I can describe the psychosocial crisis of industry v. inferiority</li> <li>• I can summarize the possible outcomes of each of the</li> </ul>	

		psychosocial crises in childhood and explain how it can impact the child's development.	
7-14 Ongoing	<p><b>Learning Target 4</b> I can demonstrate my knowledge of childhood by identifying examples of developmental tasks and the psychosocial crisis in my fieldwork.</p>	<ul style="list-style-type: none"> <li>• I can observe a child during fieldwork and correctly identify which of Erikson's Psychosocial Stages they are currently navigating (e.g., Autonomy vs. Shame and Doubt or Initiative vs. Guilt).</li> <li>• I can document specific developmental tasks, such as language acquisition, impulse control, or peer play, and explain how they align with the child's chronological age.</li> <li>• I can provide evidence of how a child's environment or caregiver interaction is currently supporting the resolution of their psychosocial crisis.</li> </ul>	<p>Students will also be assessed by articulating evidence they have observed, or learned from their fieldwork at local elementary schools.</p> <p>Students will choose a contemporary issue in childhood and research and write a summative paper about their research and how it impacts the developmental tasks and psychosocial crisis in childhood.</p>
	<p><b>Learning Target 5</b> I can apply my knowledge of developmental tasks in childhood by interacting with children in ways that will support healthy development.</p>	<ul style="list-style-type: none"> <li>• I can engage in age-appropriate play or communication that encourages a child to practice a specific developmental task (e.g., asking open-ended questions to support language or offering choices to support autonomy).</li> <li>• I can demonstrate positive guidance techniques that help a child manage their emotions or social interactions without shaming them.</li> <li>• I can adapt my interaction style based on a child's individual temperament or developmental level to ensure they feel safe and capable.</li> </ul>	

<b>Unit Title:</b>		
Unit 4: Adolescence		
<b>Relevant Standards: Bold indicates priority</b>		
<b>12.2.2, 12.2.3, 12.2.4</b>		
<b>Essential Question(s):</b>		<b>Enduring Understanding(s):</b>
What processes and factors influence adolescent development of social relationships?		<ul style="list-style-type: none"> <li>• Early and late maturing can impact an individual's self concept.</li> <li>• The development of peer relationships that results in a sense of belonging is essential to successful resolution of the psychosocial crisis at this stage.</li> </ul>
<b>Demonstration of Learning:</b>		<b>Pacing for Unit</b>
Middle School Q&A Panel Discussion		15 Class Periods
<b>Family Overview (link below)</b>		<b>Integration of Technology:</b>
<a href="#">Family Overview - Individual and Family Development - HDFS UConn ECE (2026)</a> (English/Spanish)		N/A
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Alienation Body dissatisfaction Cliques Common bond Common identity Crowds Dating violence Dissociation Executive functions Formal operational thought Group identity Group norms Identity confusion Parental alienation Peer group membership Postformal reasoning Reference group Secondary sex characteristics Secular growth trend Social controls Socialization	Autonomy Choice phase Clarification phase Crystallization phase Cultural relativism Self efficacy Exploration phase Gender role expectations Gender role preference Identity achievement Induction phase Influence phase Integration phase Moral identity Parental attachment Private self Public self	Movie: Inside Out 2
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>
Health, Psychology, Sociology		Not belonging to a group doesn't impact development. That clique and groups can only have negative connotations.
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
All prior units have explored the developmental tasks and psychosocial crisis of the previous stages of the life span.		Will bridge the gap between the childhood and Adulthood units at the end of the course.
<b>Differentiation through <i>Universal Design for Learning</i></b>		
<b>UDL Indicator</b>		<b>Teacher Actions:</b>
<b>Engagement:</b>		
<ul style="list-style-type: none"> <li>• Use current media (movies, social media trends) to illustrate the impact of maturation rates on self-image, making the content directly relatable.</li> <li>• Use authentic case studies or anonymous student scenarios to discuss the complexities of romantic relationships and peer dynamics.</li> </ul>		

- Allow students to choose which criteria of adulthood (e.g., accepting responsibility, financial independence) they want to focus on for in-depth analysis of trends and factors.
- Use structured debates on moral dilemmas (e.g., using Kohlberg's stages) to engage students in complex moral reasoning

**Representation:**

- Use diagrams and metaphors to explain the shift to formal operational thought (e.g., thinking about hypothetical scenarios).
- Use visual models ( overlapping circles) to illustrate the formation of cliques and crowds and their relationship to the parent/peer contrast.
- Use comparative charts to summarize the characteristics of healthy vs. unhealthy dating relationships.
- Provide mind maps or flowcharts to outline the process of career choice and the specific points where education and gender roles exert influence.
- Use case studies and T-charts to explain the outcomes of the individual identity vs. identity confusion crisis.

**Action & Expression:**

- Create a short skit or video tutorial explaining how formal operational thought changes an early adolescent's problem-solving and emotional regulation.
- Create a venn diagram or infographic to analyze and contrast peer vs. parent relationships, focusing on conflict and support.
- Create a personal identity map that defines the psychosocial crisis by showing the various domains (e.g., career, values, relationships) under exploration.

**Supporting Multilingual/English Learners**

**Related *CELP standards* and differentiated Learning Targets**

	Emerging	Bridging	Expanding
LT 1	I can identify physical changes in adolescence using a visual organizer.	I can explain how hitting puberty early or late can change how a teen feels.	I can describe maturation factors and analyze their impact on adolescent self-image.
LT 2	I can label "thinking" vs "feeling" on a brain diagram.	I can explain how new ways of thinking change how a teen handles emotions.	I can explain the impact of formal operational thought on emotional development.
LT 3	I can list 3 traits of a "good" relationship and 3 traits of a "bad" one.	I can describe how teen relationships develop and identify healthy dating signs.	I can summarize romantic development and evaluate factors for healthy relationships.
LT 4	I can define clique and crowd and label a social map of a school.	I can contrast the role of parents versus the role of peers in a teen's life.	I can analyze peer relations and contrast them with parent-child relationships.
LT 5	I can help lead a simple game or activity for younger teens.	I can plan an activity that helps teens practice social or physical skills.	I can utilize prior learning to plan and lead an activity that promotes development.
LT 6	I can list the 5 things that make someone an "adult" (e.g., "job").	I can explain the 5 criteria of adulthood and factors that help people get there.	I can explain the 5 criteria and discuss trends influencing the transition to adulthood.
LT 7	I can identify "right" and "wrong" choices in a short scenario.	I can explain how a person's values change as they grow into an adult.	I can explain how cognitive abilities and values impact moral reasoning.
LT 8	I can list jobs I am interested in and the school needed for them.	I can explain how school and gender "rules" influence what jobs people choose.	I can outline the career choice process, focusing on education and gender roles.
LT 9	I can illustrate "Who I Am" using images and labels.	I can describe the crisis of Identity vs. Confusion with specific examples.	I can define and describe the psychosocial crisis of later adolescence.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
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1-2	<b>Learning Target 1</b> I can describe the factors that lead to differences in maturation rate and how that impacts an adolescents self image.	<ul style="list-style-type: none"> <li>I can define the term secular growth trend and list positive and negative results from changes in this trend.</li> <li>I can analyze how early and late maturation can impact an individual's self concept and social relationships.</li> </ul>	
3	<b>Learning Target 2</b> I can explain how formal operational thought and emotional development impact early adolescents.	<ul style="list-style-type: none"> <li>I can identify the basic features of formal operational thought.</li> <li>I can explain the factors that promote healthy development during this period.</li> <li>I can summarize the ways adolescents express and cope with increasingly complex emotions.</li> </ul>	Media Analysis: <i>Inside Out</i> 2
4-5	<b>Learning Target 3</b> I can summarize the development of romantic relationships and evaluate factors that lead to healthy and unhealthy dating relationships.	<ul style="list-style-type: none"> <li>I can summarize the factors that impact the development of adolescent romantic relationships.</li> <li>I can identify and discuss characteristics of healthy and unhealthy relationships.</li> <li>I can evaluate ways to address unhealthy relationships.</li> </ul>	Healthy, Unhealthy, or Toxic: Media Relationship Analysis
6-7	<b>Learning Target 4</b> I can analyze the nature of peer relations in early adolescence, especially the formation of cliques and crowds, and contrast the typical relationships with parents and peers during this stage.	<ul style="list-style-type: none"> <li>I can explain the factors that lead to the formation of cliques and crowds.</li> <li>I can describe why belonging is important and how impacts the resolution of the psychosocial crisis</li> <li>I can contrast parent and peer relationships during adolescence and discuss how these relationships impact identity.</li> </ul>	
8	<b>Learning Target 5</b> I can utilize my prior experience and new learning to plan and participate in an activity that would promote healthy development in early adolescents.	<ul style="list-style-type: none"> <li>I can collaborate with peers to create a slide show that represents a broad high school experience.</li> <li>I can present new information to 8th grade students that promotes healthy development.</li> </ul>	Fieldwork hours (ex: student panel at the middle school, creation of HS event or activity)
9-10	<b>Learning Target 6</b> I can explain the five criteria of adulthood and discuss trends and factors that influence the successful transition to adulthood.	<ul style="list-style-type: none"> <li>I can explain the concept of autonomy from parents and examine the conditions under which autonomy is likely to be achieved.</li> <li>I can summarize the development of gender identity in later adolescence.</li> </ul>	

		<ul style="list-style-type: none"> <li>I can describe how gender roles and concepts are revised and expanded.</li> </ul>	
11	<p><b>Learning Target 7</b></p> <p>I can explain how an individual's sense of morality continues to mature in later adolescence and how cognitive abilities and values impact moral reasoning.</p>	<ul style="list-style-type: none"> <li>I can describe the new cognitive capacities that form during later adolescence</li> <li>I can discuss how culture, values, and lived experience may impact moral decisions.</li> </ul>	
12-13	<p><b>Learning Target 8</b></p> <p>I can outline the process of career choice, with attention to education and gender role socialization as two major influential factors.</p>	<ul style="list-style-type: none"> <li>I can describe the factors that influence career choice.</li> <li>I can describe the phases of career decision making and self efficacy.</li> <li>I can apply my knowledge of the process of career choice to my own individual plan at this time.</li> </ul>	<p>Social Role data analysis</p> <p>25 vision board, and young adulthood budget plan</p>
14-15	<p><b>Learning Target 9</b></p> <p>I can define and describe the psychosocial crisis of later adolescence, individual identity vs. identity confusion.</p>	<ul style="list-style-type: none"> <li>I can explain the terms private and public self.</li> <li>I can explain how role experimentation impacts the development of identity.</li> <li>I can explain how fidelity to or repudiation of values results from the psychosocial crisis of this stage.</li> </ul>	



<b>Unit Title:</b>															
Unit 5: Adulthood															
<b>Relevant Standards: Bold indicates priority</b>															
<b>6.1.6, 12.1.1, 12.1.2, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 13.1.2</b>															
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>														
How do relationships, work, parenting, and lifestyle evolve throughout adulthood?  What are the psychosocial crises of adulthood and what are the processes to resolve each crisis?	<ul style="list-style-type: none"> <li>• Romantic relationships continually change through this stage as a result of marriage, childbearing, parenting, and evolution of other social roles.</li> <li>• Individuals must develop a secure sense of self before they can form deep, lasting, and healthy connections with others without losing their own identity.</li> <li>• Adult fulfillment shifts from personal gain to social contribution, where meaningful work or mentoring prevents stagnation and fosters a sense of legacy.</li> <li>• Life satisfaction in later years depends on the ability to reconcile past experiences into a meaningful narrative, leading to wisdom rather than regret.</li> </ul>														
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>														
Students will demonstrate their learning through a variety of written and verbal learning activities that will be completed both collaboratively and independently.	20 Class Periods														
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>														
<a href="#">Family Overview - Individual and Family Development - HDFS UConn ECE (2026)</a> (English/Spanish)	N/A														
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>														
<table border="0"> <tr> <td>Childbearing</td> <td>Homogamy</td> </tr> <tr> <td>Cohabitation</td> <td>Lifecourse</td> </tr> <tr> <td>Demand withdraw pattern</td> <td>Mutuality among peers</td> </tr> <tr> <td>Dual earner marriages</td> <td>Pace of life</td> </tr> <tr> <td>Endogamy</td> <td>Role compatibility</td> </tr> <tr> <td>Fulfillment theories</td> <td>Role sequencing</td> </tr> <tr> <td>Glick Effect</td> <td>Social Clock</td> </tr> </table>	Childbearing	Homogamy	Cohabitation	Lifecourse	Demand withdraw pattern	Mutuality among peers	Dual earner marriages	Pace of life	Endogamy	Role compatibility	Fulfillment theories	Role sequencing	Glick Effect	Social Clock	N/A
Childbearing	Homogamy														
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Endogamy	Role compatibility														
Fulfillment theories	Role sequencing														
Glick Effect	Social Clock														
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>														
There are many interdisciplinary connections; specifically to psychology, health, social studies, english, and statistics.	Some students may believe that the majority of families are structured in a similar way or that once a partnership/family is in place it remains.														
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>														
All prior units have explored the developmental tasks and psychosocial crisis of the previous stages of the life span.	This unit will serve as a stepping stone for the final unit in lifespan development.														
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>															
<b>UDL Indicator</b>	<b>Teacher Actions:</b>														
<b>Engagement:</b>															
<ul style="list-style-type: none"> <li>• Allow students to choose which adulthood stage (early, middle, or later) and which psychosocial crisis (Generativity vs. Stagnation or Integrity vs. Despair) they want to focus on for in-depth explanation.</li> <li>• Use structured group discussions or debates to examine the factors that support commitment and growth in intimate relationships, allowing students to share diverse perspectives and experiences.</li> </ul>															

**Representation:**

- Use matrix charts or Venn diagrams to clearly compare and contrast the key tenets of Social Roles, Life Course, and Fulfillment Theories.
- Use graphic organizers (like a "Role-Demand Map") to describe how work impacts an individual's lifestyle and role demands (e.g., balancing work with family roles).
- Provide short video clips or text excerpts from media to serve as examples of developmental tasks and psychosocial crises in early adulthood.
- Use flowcharts or process diagrams to analyze the process of forming intimate relationships and adjusting to cohabitation/marriage, highlighting key challenges and milestones.
- Use clear T-charts or two-column notes to define and describe the psychosocial crises of middle and later adulthood, including the successful resolution process and resulting qualities (e.g., Care and Wisdom).

**Action & Expression:**

- Students can analyze features of the work world by interviewing a professional about their interpersonal skills and leadership roles or creating a comparative report on two different career contexts.
- Students evaluate the expansion of caring by creating a social ecology map of an adult's evolving relationships (children, parents, community) and writing a reflective analysis of the changes.
- Demonstrate knowledge by curating a digital scrapbook or annotated video reel of media examples that identify developmental tasks and crises.
- Summarize role changes by creating a narrated timeline that articulates both the benefits and challenges of social role shifts over time.

**Supporting Multilingual/English Learners****Related *CELP standards* and differentiated Learning Targets**

	Emerging	Bridging	Expanding
LT 1	I can match the names of the 3 theories to their basic definitions.	I can compare and contrast the 3 theories using a Venn diagram.	I can articulate the nuances of social roles, lifecourse, and fulfillment theories.
LT 2	I can list roles adults have (e.g., "worker," "spouse," "parent").	I can describe the responsibilities adults face in careers and relationships.	I can articulate the roles and responsibilities found in early adulthood.
LT 3	I can define cohabitation and marriage using simple terms.	I can explain the challenges and adjustments of living with a partner.	I can analyze the process of forming intimate relationships and adjusting to marriage.
LT 4	I can list 3 ways having a job changes a person's life.	I can explain how a career helps an adult develop and how it takes up their time.	I can describe the role of work in development and its impact on role demands.
LT 5	I can identify "good" work skills like leadership and teamwork.	I can explain how work is a place where people learn to lead and talk to others.	I can analyze work features as a context for development and leadership.
LT 6	I can identify if a movie character is "alone" or "with others."	I can explain if a character chose Intimacy or Isolation based on their actions.	I can evaluate fictional characters to identify how they resolved the intimacy crisis.
LT 7	I can find a picture or clip that shows an adult "doing their job."	I can identify a developmental task in a TV show or movie about adults.	I can demonstrate knowledge by identifying tasks and crises using media.
LT 8	I can identify the names of the crises in middle and late adulthood.	I can explain how resolving mid-life crises changes a person's personality.	I can explain the psychosocial crises of middle/late adulthood and their impact.
LT 9	I can list things that keep a couple together (e.g., "talking," "love").	I can explain the factors that help a long-term relationship grow over time.	I can examine the factors that support commitment and growth in relationships.
LT 10	I can identify different people an adult cares for (e.g., aging parents).	I can explain how the role of "caregiver" changes as an adult gets older.	I can evaluate the expansion of caring in adulthood as relationships evolve.

LT 11	I can list a "good" thing and a "hard" thing about getting older.	I can summarize how roles (like "boss" or "parent") change over many years.	I can articulate the benefits and challenges of changing social roles over time.
LT 12	I can use a chart to list examples of "giving back" vs "stagnation."	I can describe the qualities that result from resolving the crisis of Generativity.	I can define and describe the crises of Generativity vs. Stagnation/Integrity vs. Despair.
Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1	<b>Learning Target 1</b> I can compare and contrast social roles, lifecourse, and fulfillment theories.	<ul style="list-style-type: none"> <li>I can create a comparison chart that identifies the core focus of Social Role Theory (societal expectations), Lifecourse Theory (historical/social timing), and Fulfillment Theories (self-actualization).</li> <li>I can explain how each theory views the primary motivation for human growth and change across the lifespan.</li> </ul>	
2	<b>Learning Target 2</b> I can describe the roles and responsibilities of individuals in early adulthood as they begin the process of forming intimate relationships and furthering their career.	<ul style="list-style-type: none"> <li>I can identify the "milestones" of early adulthood, such as establishing financial independence and navigating the transition from student to professional.</li> <li>I can describe the developmental tension between maintaining a sense of self and achieving interpersonal intimacy in romantic partnerships.</li> <li>I can explain how early career exploration influences an individual's sense of identity and social status.</li> </ul>	
3-4	<b>Learning Target 3</b> I can analyze the process of forming intimate relationships and adjusting to cohabitation and the early years of marriage.	<ul style="list-style-type: none"> <li>I can describe the phases of partner selection</li> <li>I can analyze how patterns of intimate relationships have changed over the last 75 years using data.</li> </ul>	
5	<b>Learning Target 4</b> I can describe the role of work in psychosocial development during early adulthood and how work impacts an individual's lifestyle and role demands  <b>Learning Target 5</b> I can analyze features of the work world as a context for development, specifically interpersonal skills and leadership roles.	<ul style="list-style-type: none"> <li>I can explain how the role of work evolves throughout one's career.</li> <li>I can describe the positive and negative impacts work may have on an individual's overall development.</li> <li>I can analyze how soft skills (active listening, empathy, and conflict resolution) are developed and refined through workplace interactions.</li> <li>I can evaluate different leadership styles and describe how taking on a leadership role fosters cognitive and emotional maturity.</li> <li>I can explain how the work environment serves as a "micro-society" that shapes an adult's values and social network.</li> </ul>	
6	<b>Learning Target 6</b>	<ul style="list-style-type: none"> <li>I can define and describe the</li> </ul>	

	I can evaluate fictional characters to identify how they resolved the intimacy v. isolation crisis based on their personality traits and interactions with others.	<p>psychosocial crisis of intimacy versus isolation.</p> <ul style="list-style-type: none"> <li>I can outline the resolution process and resulting qualities that emerge from successful and unsuccessful crisis resolution at this stage.</li> </ul>	
7-8	<p><b>Learning Target 7</b></p> <p>I can demonstrate my knowledge of early adulthood by identifying examples of developmental tasks and the psychosocial crisis using media.</p>	<ul style="list-style-type: none"> <li>I can analyze a character from a movie, TV show, or book and identify specific developmental tasks they are facing (e.g., establishing a career, finding a partner).</li> <li>I can provide evidence of how a media character is navigating the psychosocial crisis of Intimacy vs. Isolation.</li> <li>I can evaluate whether the media portrayal of early adulthood is realistic or stereotypical regarding the challenges of "emerging adulthood."</li> </ul>	Young Adult Panel Discussion
9-10	<p><b>Learning Target 8</b></p> <p>I can explain the psychosocial crises of middle and later adulthood and how the resolutions of these crises impact the individual's development.</p>	<ul style="list-style-type: none"> <li>I can describe the psychosocial crisis of generativity vs. stagnation. .</li> <li>I can describe the psychosocial crisis of integrity versus despair.</li> <li>I can summarize the possible outcomes of each of the psychosocial crisis in childhood and explain how it can impact the child's development.</li> </ul>	
Ongoing 11-20	<p><b>Learning Target 9</b></p> <p>I can examine the factors that support commitment and growth in intimate relationships throughout adulthood.</p>	<ul style="list-style-type: none"> <li>I can identify the "pillars of commitment," such as effective communication, shared values, and the ability to navigate conflict constructively.</li> <li>I can analyze how "mating" or partnership transitions into "maintaining," focusing on the importance of mutual support and adaptability over time.</li> <li>I can describe how external stressors (finances, health, or extended family) can either strengthen or strain a long-term commitment.</li> </ul>	<p>Students will be assessed through their adulthood interviews and analysis.</p> <p>Students will be assessed by articulating evidence they have observed, or learned from their fieldwork at the senior center.</p>
	<p><b>Learning Target 10</b></p> <p>I can evaluate the expansion of caring in adulthood as relationships with children, parents, and others continue to evolve and change.</p>	<ul style="list-style-type: none"> <li>I can explain the concept of the "Sandwich Generation"—adults who are simultaneously caring for their own children and their aging parents.</li> <li>I can evaluate how the "caregiver role" evolves as children become independent and parents require more physical or emotional support.</li> <li>I can describe how "caring" expands beyond the immediate family to include mentoring, community service, or professional stewardship.</li> </ul>	
	<p><b>Learning Target 11</b></p>	<ul style="list-style-type: none"> <li>I can articulate the benefits of role</li> </ul>	

	<p>I can summarize how social roles may change over time and articulate the benefits and challenges of those changes.</p>	<p>changes (e.g., becoming a grandparent or a retiree), such as increased wisdom or newfound freedom.</p> <ul style="list-style-type: none"> <li>• I can analyze the challenges of role loss (e.g., empty nest syndrome or retirement) and how individuals find new meaning after a major transition.</li> <li>• I can summarize how "role strain" occurs when the demands of multiple roles (worker, spouse, parent) conflict with one another.</li> </ul>	
	<p><b>Learning Target 12</b> I can define and describe the psychosocial crises of generativity versus stagnation and integrity versus despair as well as the resolution process and resulting qualities.</p>	<ul style="list-style-type: none"> <li>• I can define Generativity vs. Stagnation and provide examples of how adults "leave a legacy" through parenting, work, or creativity.</li> <li>• I can define Integrity vs. Despair and describe the process of "life review" that occurs as individuals look back on their accomplishments and regrets.</li> <li>• I can identify the resulting qualities of successful resolution: "Care" (from Generativity) and "Wisdom" (from Integrity).</li> </ul>	

<b>Unit Title:</b>																					
Unit 6: Elderhood, Death, & Bereavement																					
<b>Relevant Standards: Bold indicates priority</b>																					
6.2.4, <b>12.1.1, 12.1.2</b> , 12.2.2, 12.2.3																					
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>																				
<p>What are the psychosocial crises of elderhood and what are the processes to resolve each crisis?</p> <p>How do values and interpersonal relationships impact end of life experiences?</p>	<ul style="list-style-type: none"> <li>Feelings about elderhood vary greatly based on individuals personality, life experience, and resolution of previous psychosocial crisis.</li> <li>Practices and values surrounding death vary between and within cultures and geographic parts of the world.</li> </ul>																				
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>																				
Investigation and presentation of cultural practices surrounding death.	6 Class Periods																				
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>																				
<a href="#">Family Overview - Individual and Family Development - HDFS UConn ECE (2026)</a> (English/Spanish)	N/A																				
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>																				
<table border="0"> <tr> <td>Behavioral Slowing</td> <td>Advance Directive</td> </tr> <tr> <td>Psychohistorical Perspective</td> <td>Living Will</td> </tr> <tr> <td>Usual Aging</td> <td>Good Death</td> </tr> <tr> <td>Successful Agers</td> <td>Hospice Care</td> </tr> <tr> <td>Cosmic Transcendence</td> <td>Bereavement</td> </tr> <tr> <td>Extinction</td> <td>Grief</td> </tr> <tr> <td>Diffidence</td> <td>Ambiguous Loss</td> </tr> <tr> <td>Frailty</td> <td>Loss Oriented Coping</td> </tr> <tr> <td>Role Reversal</td> <td>Restoration Oriented Coping</td> </tr> <tr> <td>Thanatology</td> <td>Introjection</td> </tr> </table>	Behavioral Slowing	Advance Directive	Psychohistorical Perspective	Living Will	Usual Aging	Good Death	Successful Agers	Hospice Care	Cosmic Transcendence	Bereavement	Extinction	Grief	Diffidence	Ambiguous Loss	Frailty	Loss Oriented Coping	Role Reversal	Restoration Oriented Coping	Thanatology	Introjection	<ul style="list-style-type: none"> <li>Tuesdays with Morrie</li> <li>5 People you Meet in Heaven</li> </ul>
Behavioral Slowing	Advance Directive																				
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Role Reversal	Restoration Oriented Coping																				
Thanatology	Introjection																				
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>																				
There are opportunities for interdisciplinary connections with social studies, psychology, even the medical pathway.	People in later stages of life are not still developing.																				
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>																				
This unit is the culmination of all of the previous units and will look at how an individual's experiences and resolution of preceding psychosocial crisis impacts individuals throughout the duration of their life.	N/A																				
<b>Differentiation through <i>Universal Design for Learning</i></b>																					
<b>UDL Indicator</b>	<b>Teacher Actions:</b>																				
<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Use current events and policy discussions (e.g., healthcare, social security reform) to frame the target on societal structure changes prompted by longevity.</li> <li>Use anonymous sharing or small-group processing to manage the emotional weight of topics like grief, bereavement, and elder survivor impacts, fostering coping skills.</li> </ul> <p><b>Representation:</b></p> <ul style="list-style-type: none"> <li>Use diagrams or flowcharts to describe the grief and bereavement process (e.g., Kubler-Ross stages, dual-process model), clarifying the non-linear nature of the experience.</li> <li>Use side-by-side comparative texts or virtual tours/videos to describe death-related rituals across different cultures and communities, emphasizing respect and diversity.</li> </ul>																					

- Use concept maps to explain the psychological impacts of being an elder survivor, linking factors like loss of social network, purpose, and physical decline.

### Action & Expression

- Articulate challenges by creating a public awareness campaign (e.g., video, podcast) or writing an advice column for caregivers.
- Describe processes by creating a resource guide for supporting grieving individuals or developing a comparative presentation on cultural rituals.

### Supporting Multilingual/English Learners

#### Related CELP standards and differentiated Learning Targets

	Emerging	Bridging	Expanding
LT 1	I can list 3 physical and 3 psychological challenges of being old.	I can describe the relationship between aging and specific life challenges.	I can articulate the physical and psychological challenges of elderhood.
LT 2	I can identify one way a city changes for older people (e.g., "ramps").	I can discuss how having more older people changes things like hospitals or jobs.	I can discuss how longevity is prompting changes in societal structures.
LT 3	I can identify "hard choices" doctors make at the end of life.	I can explain why end-of-life decisions are complicated for families.	I can discuss the ethical issues individuals may face at the end of life.
LT 4	I can label the feelings people have when they are sad (grief).	I can describe the steps or feelings involved in the bereavement process.	I can describe the grief and bereavement process using technical terminology.
LT 5	I can define what it means to be a "survivor" in elderhood.	I can explain the psychological impact of outliving friends or family.	I can explain the psychological impacts of being an elder survivor.
LT 6	I can use pictures to show different funeral rituals around the world.	I can describe how different cultures handle death and the purpose of rituals.	I can describe death-related rituals in different cultures and communities.
LT 7	I can create a visual "Legacy Map" with short goal statements.	I can outline my future goals and describe my legacy in a short project.	I can synthesize learning to create a project describing my legacy and future vision.

### Supporting Multilingual/English Learners

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1-2	<b>Learning Target 1</b> I can articulate the physical and psychological challenges of elderhood.	<ul style="list-style-type: none"> <li>• I can identify common physical challenges of aging, such as changes in mobility, sensory decline, and the management of chronic conditions.</li> <li>• I can explain psychological challenges, including the risk of social isolation, cognitive changes, and the shift in self-identity after retirement.</li> <li>• I can describe how the "optimal aging" model suggests ways to mitigate these challenges through lifestyle and social engagement.</li> </ul>	
	<b>Learning Target 2</b> I can discuss how people living longer are prompting changes in societal structures.	<ul style="list-style-type: none"> <li>• I can analyze how an aging population (the "Silver Tsunami") impacts economic structures, such as Social Security, healthcare systems, and the labor market.</li> <li>• I can discuss changes in housing and</li> </ul>	

		<p>urban planning, such as the rise of multi-generational living or "age-in-place" community designs.</p> <ul style="list-style-type: none"> <li>I can evaluate how societal views on aging (ageism vs. veneration) are shifting as people live longer, more active lives.</li> </ul>	
3	<p><b>Learning Target 3</b> I can discuss the ethical issues that individuals may face at the end of life.</p>	<ul style="list-style-type: none"> <li>I can describe factors associated with the process of dying.</li> <li>I can discuss the modern idea of a "good death" and what factors influence that idea.</li> </ul>	<p>Tuesdays with Morrie</p> <p>5 People you Meet in Heaven</p>
4-5	<p><b>Learning Target 4</b> I can describe the grief and bereavement process.</p>	<ul style="list-style-type: none"> <li>I can analyze factors that affect grief and bereavement.</li> <li>I can describe the five patterns of bereavement.</li> </ul>	
	<p><b>Learning Target 5</b> I can explain the psychological impacts of being an elder survivor.</p>	<ul style="list-style-type: none"> <li>I can define "elder survivor" (those who outlive their peers, spouses, or children) and explain the unique burden of bereavement overload.</li> <li>I can analyze the psychological resilience required to maintain a sense of purpose despite significant social and personal loss.</li> <li>I can describe the "survivor's perspective" on mortality and how it influences an individual's daily outlook on life.</li> </ul>	
6	<p><b>Learning Target 6</b> I can describe death related rituals in different cultures and communities</p>	<ul style="list-style-type: none"> <li>I can investigate the death related rituals of a specific community and present my learning to the class.</li> <li>I can identify patterns in death related rituals across different cultural and community groups.</li> </ul>	
7-10	<p><b>Learning Target 7</b> I can synthesize my learning and growth from the course by creating a final project that describes my legacy and outlines goals and visions for the future.</p>	<ul style="list-style-type: none"> <li>I can articulate my personal definition of "Legacy" and identify the values or contributions I want to be remembered for.</li> <li>I can set SMART goals for my future development, applying the theories learned in class (e.g., Erikson's stages) to my projected life path.</li> <li>I can synthesize my understanding of the entire lifespan to create a "vision board" or narrative that outlines a life of Generativity and Integrity.</li> </ul>	<p>Growth, Legacy, &amp; Aspirations final project</p>



## **Administration**

### **Hiring School Administrators**

The Superintendent, as the chief executive officer of the Board of Education, shall be responsible for the professional leadership and skills necessary to translate the Board's will into administrative action. In fulfilling the Superintendent's responsibilities for all aspects of school operations, the Board recognizes the Superintendent's critical responsibility in leading a highly functional administrative team.

To effectuate its oversight responsibilities, only the Board may appoint and discharge administrators. For purposes of this policy, "administrator" shall include positions requiring endorsement codes 085, 092, or 093.

The Superintendent shall provide the Board with an organizational chart annually delineating staff position, lines of authority, and areas of responsibility, based on job descriptions and required credentials or certifications and will inform the Board of any changes to the organizational chart in a timely manner.

For administrator positions, the Superintendent or their designee will appoint the Selection Committee, which shall include the Chair and Vice Chair of the Board, or designee. Participation by Board members on the Selection Committee shall not impede or delay the hiring process; all steps must proceed in a timely manner. Members of the school community, along with representatives from employee organizations such as BFT, BAPS, AFSCME 2267, and AFSCME 3351, will participate on the Selection Committee as determined by the Superintendent. The committee shall recommend three candidates, when practicable, to the Superintendent for further consideration. The hiring selection committee will be conducted in accordance with the Freedom of Information Act.

Therefore, in accordance with Connecticut General Statutes, Section 10-151, the Bristol Board of Education delegates to the Superintendent the authority to hire certified, non-administrative, and support positions. Before presenting a nomination to the Board, the Superintendent shall have the authority to repost the position if no candidate is considered. Once a candidate is identified, the Superintendent shall nominate one candidate for administrative or supervisory positions to the Board of Education to fill the vacancy. The Board must vote to approve the nomination within fourteen (14) calendar days after the Superintendent's notification of the request to the full Board.

If the Board does not act favorably upon the Superintendent's recommendation within this specified time, the Superintendent shall recommend single alternative candidates until the recommendation is approved.

Legal Reference:            Connecticut General Statutes  
                                 10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)  
                                 10-153 Discrimination on account of marital status.  
                                 10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, and PA 17-173 An Act Concerning

## **Administration**

### **Hiring School Administrators (continued)**

Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.

10-220 Duties of Boards of Education.

31-126 Unfair Employment Practices.

46a-60 Discriminatory employment practices prohibited. Title IV Equal Employment Opportunities.

34 C.F.R. 200.55 Federal Regulations.

P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56.

DRAFT

Policy adopted:

**BRISTOL PUBLIC SCHOOLS**  
Bristol, Connecticut

## **Administration**

### **Hiring Administrators**

#### **Oversight and Responsibility**

The Superintendent of Schools shall oversee the implementation of administrative hiring procedures and ensure compliance with all applicable Connecticut General Statutes, Connecticut State Department of Education (CSDE) guidance, and federal and state equal employment opportunity laws.

The Superintendent shall report to the Board of Education annually regarding the administration of these procedures to ensure fairness, transparency, equity, and consistency in the hiring of principals, assistant principals, and central office administrators.

#### **Governing Policies**

Administrative hiring procedures are adopted pursuant to and aligned with the following Board of Education policies:

- Policy 2151 – Administration: Hiring School Administrators
- Policy 4111.1 – Affirmative Action / Equal Employment Opportunity
- Policy 4111.3 – Increasing Educator Diversity

#### **Legal Compliance**

All recruitment, screening, interviewing, and selection activities shall comply with:

- Connecticut General Statutes §§ 10-4a, 10-151, 10-153, 10-220(a), 46a-60
- Applicable Public Acts, including Public Act 23-167
- Title VII of the Civil Rights Act of 1964, as amended

#### **Interview Committee Composition**

Interview committees shall consist of no fewer than seven (7) and no more than eleven (11) members, appointed by the Superintendent or Deputy Superintendent.

Individuals eligible to serve on interview committees must have completed required bias training within the previous two (2) years. Human Resources shall maintain a list of eligible participants and verify training compliance prior to committee appointments.

This process ensures interview committee members understand their role in selecting the most highly qualified candidates and supports fairness, consistency, and equal employment opportunity. Recruitment and hiring practices shall promote a workforce that reflects the diversity of the district's student population and community.

## **Administration**

### **Hiring Administrators (continued)**

#### **Committee Membership**

Interview committees shall include, when practicable:

- Superintendent or Deputy Superintendent
- Director of Human Resources
- Administrator with experience relevant to the position being filled
- At least one building-level administrator
- At least one certified staff member
- At least one parent or community representative
- At least one Board of Education member, consistent with Board policy
- Optional student representative for secondary-level positions
- Additional members as needed to ensure diversity of perspective

#### **Interview Logistics**

Interviews shall be conducted in the Board of Education Meeting Room unless otherwise approved by the Superintendent or designee. The following scheduling practices are recommended to ensure an equitable and efficient interview process:

- Interviews shall be conducted over two (2) consecutive days when practicable
- Interview sessions shall not exceed three (3) hours per day
- Interviews shall be scheduled after the instructional day to minimize classroom disruption
- Wednesdays shall be avoided when possible due to scheduled Board meetings

#### **Interview Process**

At the start of the interview process, committee members shall receive:

- An overview of the interview process
- Confidentiality requirements
- Approved scoring rubrics
- Interview questions prepared by Human Resources

Each candidate shall be interviewed using the same questions to ensure consistency and equity.

#### **Interview Questions**

The Superintendent or Deputy Superintendent, in consultation with Human Resources and an administrator experienced in the vacant position, shall define the ideal candidate profile and develop interview questions aligned with district priorities and position requirements.

Interview questions shall assess:

- Leadership capacity
- Professional knowledge
- Decision-making and problem-solving

## **Administration**

### **Hiring Administrators (continued)**

- Collaboration
- Cultural responsiveness

Following each hiring cycle, interview questions shall be reviewed and revised as necessary.

### **Committee Recommendation and Final Authority**

The interview committee shall recommend three (3) qualified candidates, when practicable, for final consideration, factoring in both interview scores and committee deliberations. Final interviews shall be conducted by the Superintendent, who retains final authority to recommend a candidate to the Board of Education in accordance with Board Policy 2151.

## **Administration**

### **Administrative Staff Organization**

The Superintendent shall organize the staff to achieve the school district goals as expressed by the Board of Education. The Superintendent shall be the administrator responsible to the Board of Education and shall identify lines of primary authority for all employees.

The primary responsibility of the administrative staff is to help create and foster an environment of excellence in which students can learn most effectively. Excellence in education includes ensuring district role models reflect diversity. In an effort to provide such role models, the Board supports measures to increase diversity through effective recruitment and hiring practices, in accordance with its Minority Recruitment Plan.

The Superintendent will, on an annual basis, provide the Board with an organizational chart delineating staff positions, the direction of authority, and staff responsibility, based on job descriptions and required credentials/certifications.

The Superintendent will keep the administrative structure up to date in light of the needs for supervision and accountability in the school system. Therefore, the Superintendent may, from time to time, make changes to the organizational chart. The Superintendent will inform the Board of changes to the organizational chart in a timely manner.

To effectuate its oversight responsibilities, only the Board may appoint and discharge administrators. For purposes of this policy, "administrator" shall include the following endorsement codes: 085, 092 and 093.

For appointment, the Superintendent shall recommend candidates for administrators other than the Superintendent for consideration to the Board. The Board shall delegate to a hiring selection committee the responsibility of considering the candidacy of two or more candidates recommended by the Superintendent and make a hiring recommendation for consideration by the entire Board.

The hiring selection committee shall at minimum include:

1. The Chair of the Board and/or:
2. The Chair of the Personnel Committee and/or
3. The Chair of a Committee the potential hire will work with during their tenure. In the event, the administrative role will be assigned as a liaison to multiple reports to two committees, the Chair of the Board shall decide which committee chair shall be seated.

4. If the same person is responsible under items 2 and 3, the Chair of the Board shall choose another Board Commissioner.

5. Members from the school community, BFT, BAPS, AFSCME 2267, AFSCME 3351 will participate on the committee as appropriate.

Notwithstanding, Commissioner participation on the hiring selection committee, should not affect the timeliness, such that, within the hiring process shall remain unabated.

The Board will accept or reject the Superintendent's recommendation at the next regular or special Board meeting.

The hiring selection committee will be conducted in accordance with the Freedom of Information Act.

**Policy Adopted: August 25, 1993**

**Policy Revised: October 5, 2022**

BRISTOL BOARD OF EDUCATION

Bristol, Connecticut

## Personnel -- Certified/Classified

### Affirmative Action: Equal Employment Opportunity (Track Changes)

The Board of Education will provide equal employment opportunities for all persons without regard to race, color, religious creed, age, marital status, national origin, sex, sexual orientation, or physical disability. The Board of Education directs the administration to set as a goal the recruitment, selection and employment of qualified people among racial and ethnic minority groups to the end that the school district's employees will proportionately mirror the racial and ethnic composition of this community.

The Board of Education may request periodic reports from the Superintendent of Schools concerning the extent to which this affirmative action policy is being implemented. No advertisement of employment opportunities may by intent or design restrict employment based upon discrimination as defined by law.

Legal Reference: Connecticut General Statutes

10-153 Discrimination on account of marital status. 46a-60 Discriminatory employment practices prohibited. Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.

Policy Adopted: July 6, 1994

## Regulation

### Personnel

#### ~~Minority Recruitment~~ Diverse Recruitment

~~Traditional and non-traditional ways should be utilized to increase the numbers of minority candidates recruited for district positions.~~ **Traditional and non-traditional ways should be utilized to increase the numbers of diverse candidates recruited for district positions.**

~~Attend minority teacher recruitment fairs both state and regional.~~ **Attend diverse teacher recruitment fairs both state and regional.**

~~Utilize current minority staff to assist in identification of minority candidates.~~ **Utilize current diverse staff to assist in identification of diverse candidates.**

~~Utilize the web sites of various colleges and universities, particularly those known to have a significant minority population.~~ **Utilize the web sites of various colleges and universities, particularly those known to have a significant diverse population.**



~~Utilize the services of CREC's Minority Teacher Recruiting program.~~ **Utilize the services of CREC's Diverse Teacher Recruiting program.**

~~sponsors a Minority Teacher Recruitment Fair,~~ **sponsors a Diverse Teacher Recruitment Fair,**

~~provides file distribution of minority candidates,~~ **provides file distribution of diverse candidates,**

~~and coordinates a support group for minority educators.~~ **and coordinates a support group for diverse educators.**

~~Participate in support groups for minority teachers.~~ **Participate in support groups for diverse teachers.**

~~Form committees for college visits. Committee membership should include minority staff.~~ **Form committees for college visits. Committee membership should include diverse staff.**

~~Maintaining a successful and productive relationship between a school district and the minority teacher is a critical component of a minority-staffing plan.~~ **Maintaining a successful and productive relationship between a school district and the diverse teacher is a critical component of a diverse-staffing plan.**

~~Encourage support and participation in minority educator support groups (CREC-MTR coordinates a minority educator partnership).~~ **Encourage support and participation in diverse educator support groups (CREC-MTR coordinates a diverse educator partnership).**

~~Support local activities of minority groups, district and regional.~~ **Support local activities of diverse groups, district and regional.**

### **Evaluation**

The Director of Personnel shall report annually to the Board on the outcomes of the district's recruitment, hiring and retention activities and may include recommendations for plan revisions.

## Personnel – Certified

### Increasing Educator Diversity

The Bristol Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population and those diverse communities extending beyond our schools' walls.

In accordance with Public Act 23-167, Section 10, the Board directs the Superintendent to develop and submit an Increasing Educator Diversity Plan (the Plan) to the Connecticut State Department of Education (CSDE) on or before March 15, 2024, and comply with all CSDE procedures related to the Public Act. Upon completion of the Plan and prior to its submission, the Board shall approve it. The day, month, and year on which the Plan receives Board approval is required to complete the application.

The Board recognizes the complexity of sustaining the critical efforts to increase educator diversity. To that end, the Board will work within its authority to support planning and implementation tasks, including but not limited to planning team responsibilities, administrator and staff training, recruitment efforts, data collection **and reported annually in the Chief of Talent Management hiring report.**

The Board directs the Superintendent to draft regulations referencing resources available on CSDE's Talent Office Homepage.

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action: Equal Employment Opportunity)

Legal Reference: Connecticut General Statutes  
10-4a (3) Educational interests of state identified.  
10-151 Employment of teachers. Notice and hearing on termination of contract.  
10-153 Discrimination on account of marital status.  
10-220(a) Duties of Boards of Education. (as amended by PA 18-34)  
46a-60 Discriminatory employment practices prohibited.  
PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.  
PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.

PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.

PA 21-2 June Special Session, Sections 378 & 379.

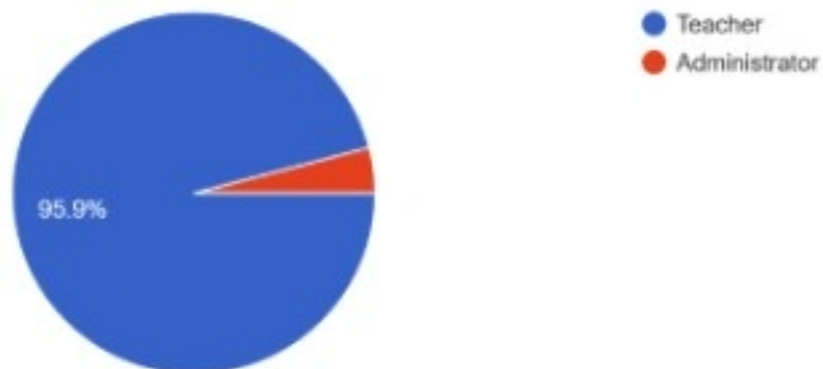
PA 23-27 An Act Concerning Transparency in Education, Section 10

Policy adopted:

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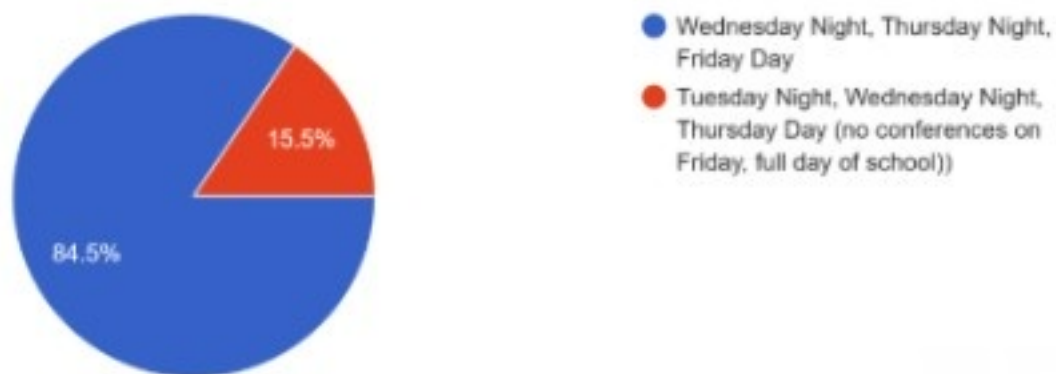
## What is your role?

320 responses



## Which days of the week do you prefer for parent teacher conferences

322 responses



Enrollment Data of : 01/01/2026								JAN	DEC	NOV	OCT	SEPT
<b>PreK Programs</b>												
<b>Edgewood PreK Academy</b>	PK 1	PK 2	PK 3	PK 4	PK 5	PK 6	PK 7	Total	Total	Total	Total	Total
PK4	18	17	18	19	19	20	18	129	128	80	90	
PK3AM								0	0	25	24	
PK3PM								0	0	22	18	
	PK 8	PK 9	PK 10	PK 11	PK 12	PK 13	PK14					
PK4	17	7	7					31	31	76	72	
PK3AM		2		12	13	12	10	49	49	24	25	
PK3PM		2	1	9	11	10	11	44	43	19	19	
Community Based Speech (Burke)	15							15	13			
<b>Total Grade Level Enrollment</b>									90 PK3/156 PK4	93 PK3/165 PK4	86 PK3/162 PK4	Not in session
<b>TOTAL PREK STUDENTS</b>								268	264	258	263	0
<b>Elementary Schools</b>												
<b>Hubbell</b>	Gr. K	1	2	3	4	5		Total	Total	Total	Total	Total
	18	18	20	19	23	18						
	20	15	22	19	23	19						
	22	16	21	22	22	18					v	
<b>Total Section Enrollment</b>	60	49	63	60	68	55		355	355	359	361	366
<b>Destinations K-5</b>								0	0	0	0	0
<b>EPH Students Including Special Programs</b>	60	49	63	60	68	55		355	355	359	361	366
<b>Greene-Hills</b>	Gr. K	1	2	3	4	5		Total	Total	Total	Total	Total
	22	22	22	17	21	20						
	21	20	21	19	21	21						
	21	21	21	19	22	21						
	21	21	21	18	22	21						
	21	23	21	19	20	21					v	
<b>Total Section Enrollment</b>	106	107	106	92	106	104		621	621	623	617	617
<b>Destinations K-5</b>		1		1	3			5	5	5	5	5
<b>GHS Students Including Special Programs</b>	106	108	106	93	109	104		626	626	628	622	622
<b>Ivy Drive</b>	Gr. K	1	2	3	4	5		Total	Total	Total	Total	Total
	19	23	24	22	25	23						
	19	22	23	23	25	20						
	19	23	22	25	24	21					v	
<b>Total Section Enrollment</b>	57	68	69	70	74	64		402	401	401	413	395
<b>Destinations K-5</b>						2		2	2	2	2	2
<b>IVY Students Including Special Programs</b>	57	68	69	70	74	66		404	403	403	415	397

<b>Mountain View</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	20	19	18	24	20	18						
	18	17	18	23	20	17						
	19	17	18	21	20	19					V	
<b>Total Section Enrollment</b>	<b>57</b>	<b>53</b>	<b>54</b>	<b>68</b>	<b>60</b>	<b>54</b>		<b>346</b>	<b>347</b>	<b>350</b>	<b>347</b>	<b>350</b>
<b>Destinations K-5</b>				<b>1</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>MTV Students Including Special Programs</b>	<b>57</b>	<b>53</b>	<b>54</b>	<b>69</b>	<b>60</b>	<b>54</b>		<b>347</b>	<b>348</b>	<b>351</b>	<b>348</b>	<b>351</b>
<b>South Side</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	21	17	20	19	25	23						
	22	17	21	19	25	22						
	22	19	20	20	25	22						
		17	20	19	25	22					V	
<b>Total Section Enrollment</b>	<b>65</b>	<b>70</b>	<b>81</b>	<b>77</b>	<b>100</b>	<b>89</b>		<b>482</b>	<b>481</b>	<b>484</b>	<b>482</b>	<b>486</b>
<b>Destinations K-5</b>		<b>1</b>				<b>1</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>SSS Students Including Special Programs</b>	<b>65</b>	<b>71</b>	<b>81</b>	<b>77</b>	<b>100</b>	<b>90</b>		<b>484</b>	<b>483</b>	<b>487</b>	<b>485</b>	<b>489</b>
<b>Stafford</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	22	20	19	24	26	20						
	22	20	20	24	25	20						
	22	19	19	23	22	17					V	
<b>Total Section Enrollment</b>	<b>66</b>	<b>59</b>	<b>58</b>	<b>71</b>	<b>73</b>	<b>57</b>		<b>384</b>	<b>383</b>	<b>384</b>	<b>386</b>	<b>381</b>
<b>Destinations K-5</b>		<b>1</b>		<b>1</b>				<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>STA Students Including Special Programs</b>	<b>66</b>	<b>60</b>	<b>58</b>	<b>72</b>	<b>73</b>	<b>57</b>		<b>386</b>	<b>385</b>	<b>385</b>	<b>388</b>	<b>382</b>
<b>West Bristol</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	22	17	20	20	23	18						
	19	16	20	23	24	19						
	20	18	20	22	24	19						
	18	17	20	21	24	18						
	19	16	20	20	24	20					V	
<b>Total Section Enrollment</b>	<b>98</b>	<b>84</b>	<b>100</b>	<b>106</b>	<b>119</b>	<b>94</b>		<b>601</b>	<b>600</b>	<b>593</b>	<b>585</b>	<b>589</b>
<b>Destinations K-5</b>					<b>3</b>			<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WBS Students Including Special Programs</b>	<b>98</b>	<b>84</b>	<b>100</b>	<b>106</b>	<b>122</b>	<b>94</b>		<b>604</b>	<b>603</b>	<b>596</b>	<b>588</b>	<b>592</b>
<b>TOTAL K-5 ENROLLMENT</b>	<b>509</b>	<b>490</b>	<b>531</b>	<b>544</b>	<b>600</b>	<b>517</b>		<b>2,570</b>	<b>3,188</b>	<b>3,194</b>	<b>3,179</b>	<b>3184</b>
<b>BPS Students Including Special Programs</b>	<b>509</b>	<b>493</b>	<b>531</b>	<b>547</b>	<b>606</b>	<b>520</b>		<b>3206</b>	<b>3203</b>	<b>3209</b>	<b>3194</b>	<b>3199</b>
<b>Middle Schools</b>												
	<b>6</b>	<b>7</b>	<b>8</b>					<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
<b>BAIMS</b>	<b>87</b>	<b>87</b>	<b>86</b>					<b>260</b>	<b>260</b>	<b>261</b>	<b>261</b>	<b>263</b>

Chippens Hill	225	183	210		618	619	621	623	624
Destinations 6-8			1		1	1	1	1	1
Total Students Including Special Programs	225	183	211		619	620	622	624	625
Greene-Hills	91	107	92		290	289	290	287	287
Destinations 6-8					0	0	0	0	0
Total Students Including Special Programs	91	107	92		290	289	290	287	287
Northeast	127	92	120		339	339	339	338	339
Destinations 6-8		1	1		2	2	2	2	1
Total Students Including Special Programs	127	93	121		341	341	341	340	340
West Bristol	97	78	83		258	260	260	258	259
Destinations 6-8	1				1	1	0	0	1
Total Students Including Special Programs	98	78	83		259	261	260	258	260
<b>TOTAL 6-8 ENROLLMENT</b>	<b>627</b>	<b>547</b>	<b>591</b>		<b>1765</b>	<b>1767</b>	<b>1771</b>	<b>1767</b>	<b>1772</b>
Total Students Including Special Programs	628	548	593		1769	1771	1774	1770	1775
<b>High School</b>									
	9	10	11	12	Total	Total	Total	Total	Total
BCHS	310	276	269	269	1124	1130	1124	1130	1156
ACCESS		1	4	1	6	5	5	5	4
B-TECH			4	9	13	13	13	13	0
Comm/Voc Program				13	13	13	13	13	11
Destinations 9-12		2	2	1	5	5	5	5	5
Total Students Including Special Programs	310	279	279	293	1161	1166	1160	1166	1176
BEHS	294	262	236	215	1007	1006	1011	1015	1032
ACCESS			2	3	5	5	4	4	2
B-TECH			4	5	9	8	9	8	0
Comm/Voc Program				15	15	15	14	14	15
Destinations 9-12	3	2	3	1	9	8	7	7	7
Total Students Including Special Programs	297	264	245	239	1045	1042	1045	1048	1056
BPA	2	12	13	17	44	41	43	41	42
B-TECH					0	0	0	1	0
Total Students Including Special Programs	2	12	13	17	44	41	43	42	42
<b>TOTAL 9-12 ENROLLMENT</b>	<b>606</b>	<b>550</b>	<b>518</b>	<b>501</b>	<b>2175</b>	<b>2177</b>	<b>2175</b>	<b>2186</b>	<b>2230</b>

<b>Total Students Including Special Programs</b>	<b>609</b>	<b>555</b>	<b>537</b>	<b>549</b>		<b>2250</b>	<b>2249</b>	<b>2250</b>	<b>2256</b>	<b>2274</b>
<b>Special Education Program: Citywide</b>										
<b>Totals from numbers above</b>									<b>Total</b>	<b>Total</b>
<b>ACCESS</b>						<b>11</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>6</b>
<b>B-TECH</b>						<b>22</b>	<b>21</b>	<b>22</b>	<b>21</b>	<b>0</b>
<b>Comm/Voc Program</b>						<b>28</b>	<b>28</b>	<b>27</b>	<b>27</b>	<b>26</b>
<b>Destinations 9-12</b>						<b>14</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>Destinations 6-8</b>						<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Destinations K-5</b>						<b>15</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>15</b>
<b>PROP (reported to state)</b>						<b>123</b>	<b>124</b>	<b>123</b>	<b>119</b>	<b>118</b>
<b>Students attending magnet school programs or public school in districts other than BPS (Not reported by BPS)</b>						<b>258*</b>	<b>263*</b>	<b>272*</b>	<b>270*</b>	<b>297*</b>
<b>TOTAL DISTRICT ENROLLMENT</b>						<b>7,616</b>	<b>7,611</b>	<b>7,612</b>	<b>7,598</b>	<b>7,366</b>
<b>Elementary Class Size Guidelines</b>						<b>*Not included in District Enrollment Total.</b>				
<b>Kdg = 22</b>										
<b>Gr. 1 - 2 = 23</b>										
<b>Gr. 3 - 5 = 28</b>										



Enrollment Data of : 01/01/2026								JAN	DEC	NOV	OCT	SEPT
<b>PreK Programs</b>												
<b>Edgewood PreK Academy</b>	PK 1	PK 2	PK 3	PK 4	PK 5	PK 6	PK 7	Total	Total	Total	Total	Total
PK4	18	17	18	19	19	20	18	129	128	80	90	
PK3AM								0	0	25	24	
PK3PM								0	0	22	18	
	PK 8	PK 9	PK 10	PK 11	PK 12	PK 13	PK14					
PK4	17	7	7					31	31	76	72	
PK3AM		2		12	13	12	10	49	49	24	25	
PK3PM		2	1	9	11	10	11	44	43	19	19	
Community Based Speech (Burke)	15							15	13			
<b>Total Grade Level Enrollment</b>									90 PK3/156 PK4	93 PK3/165 PK4	86 PK3/162 PK4	Not in session
<b>TOTAL PREK STUDENTS</b>								268	264	258	260	0
<b>Elementary Schools</b>												
<b>Hubbell</b>	Gr. K	1	2	3	4	5		Total	Total	Total	Total	Total
	18	18	20	19	23	18						
	20	15	22	19	23	19						
	22	16	21	22	22	18					v	
<b>Total Section Enrollment</b>	60	49	63	60	68	55		355	355	359	361	366
<b>Destinations K-5</b>								0	0	0	0	0
<b>EPH Students Including Special Programs</b>	60	49	63	60	68	55		355	355	359	361	366
<b>Greene-Hills</b>	Gr. K	1	2	3	4	5		Total	Total	Total	Total	Total
	22	22	22	17	21	20						
	21	20	21	19	21	21						
	21	21	21	19	22	21						
	21	21	21	18	22	21						
	21	23	21	19	20	21					v	
<b>Total Section Enrollment</b>	106	107	106	92	106	104		621	621	623	617	617
<b>Destinations K-5</b>		1		1	3			5	5	5	5	5
<b>GHS Students Including Special Programs</b>	106	108	106	93	109	104		626	626	628	622	622
<b>Ivy Drive</b>	Gr. K	1	2	3	4	5		Total	Total	Total	Total	Total
	19	23	24	22	25	23						
	19	22	23	23	25	20						
	19	23	22	25	24	21					v	
<b>Total Section Enrollment</b>	57	68	69	70	74	64		402	401	401	413	395
<b>Destinations K-5</b>						2		2	2	2	2	2
<b>IVY Students Including Special Programs</b>	57	68	69	70	74	66		404	403	403	415	397

<b>Mountain View</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	20	19	18	24	20	18						
	18	17	18	23	20	17						
	19	17	18	21	20	19					V	
<b>Total Section Enrollment</b>	<b>57</b>	<b>53</b>	<b>54</b>	<b>68</b>	<b>60</b>	<b>54</b>		<b>346</b>	<b>347</b>	<b>350</b>	<b>347</b>	<b>350</b>
<b>Destinations K-5</b>				<b>1</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>MTV Students Including Special Programs</b>	<b>57</b>	<b>53</b>	<b>54</b>	<b>69</b>	<b>60</b>	<b>54</b>		<b>347</b>	<b>348</b>	<b>351</b>	<b>348</b>	<b>351</b>
<b>South Side</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	21	17	20	19	25	23						
	22	17	21	19	25	22						
	22	19	20	20	25	22						
		17	20	19	25	22					V	
<b>Total Section Enrollment</b>	<b>65</b>	<b>70</b>	<b>81</b>	<b>77</b>	<b>100</b>	<b>89</b>		<b>482</b>	<b>481</b>	<b>484</b>	<b>482</b>	<b>486</b>
<b>Destinations K-5</b>		<b>1</b>				<b>1</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>SSS Students Including Special Programs</b>	<b>65</b>	<b>71</b>	<b>81</b>	<b>77</b>	<b>100</b>	<b>90</b>		<b>484</b>	<b>483</b>	<b>487</b>	<b>485</b>	<b>489</b>
<b>Stafford</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	22	20	19	24	26	20						
	22	20	20	24	25	20						
	22	19	19	23	22	17					V	
<b>Total Section Enrollment</b>	<b>66</b>	<b>59</b>	<b>58</b>	<b>71</b>	<b>73</b>	<b>57</b>		<b>384</b>	<b>383</b>	<b>384</b>	<b>386</b>	<b>381</b>
<b>Destinations K-5</b>		<b>1</b>		<b>1</b>				<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>STA Students Including Special Programs</b>	<b>66</b>	<b>60</b>	<b>58</b>	<b>72</b>	<b>73</b>	<b>57</b>		<b>386</b>	<b>385</b>	<b>385</b>	<b>388</b>	<b>382</b>
<b>West Bristol</b>	<b>Gr. K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
	22	17	20	20	23	18						
	19	16	20	23	24	19						
	20	18	20	22	24	19						
	18	17	20	21	24	18						
	19	16	20	20	24	20					V	
<b>Total Section Enrollment</b>	<b>98</b>	<b>84</b>	<b>100</b>	<b>106</b>	<b>119</b>	<b>94</b>		<b>601</b>	<b>600</b>	<b>593</b>	<b>585</b>	<b>589</b>
<b>Destinations K-5</b>					<b>3</b>			<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WBS Students Including Special Programs</b>	<b>98</b>	<b>84</b>	<b>100</b>	<b>106</b>	<b>122</b>	<b>94</b>		<b>604</b>	<b>603</b>	<b>596</b>	<b>588</b>	<b>592</b>
<b>TOTAL K-5 ENROLLMENT</b>	<b>509</b>	<b>490</b>	<b>531</b>	<b>544</b>	<b>600</b>	<b>517</b>		<b>3,191</b>	<b>3,188</b>	<b>3,194</b>	<b>3,179</b>	<b>3184</b>
<b>BPS Students Including Special Programs</b>	<b>509</b>	<b>493</b>	<b>531</b>	<b>547</b>	<b>606</b>	<b>520</b>		<b>3206</b>	<b>3203</b>	<b>3209</b>	<b>3194</b>	<b>3199</b>
<b>Middle Schools</b>												
	<b>6</b>	<b>7</b>	<b>8</b>					<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
<b>BAIMS</b>	<b>87</b>	<b>87</b>	<b>86</b>					<b>260</b>	<b>260</b>	<b>261</b>	<b>261</b>	<b>263</b>

Chippens Hill	225	183	210		618	619	621	623	624
Destinations 6-8			1		1	1	1	1	1
Total Students Including Special Programs	225	183	211		619	620	622	624	625
Greene-Hills	91	107	92		290	289	290	287	287
Destinations 6-8					0	0	0	0	0
Total Students Including Special Programs	91	107	92		290	289	290	287	287
Northeast	127	92	120		339	339	339	338	339
Destinations 6-8		1	1		2	2	2	2	1
Total Students Including Special Programs	127	93	121		341	341	341	340	340
West Bristol	97	78	83		258	260	260	258	259
Destinations 6-8	1				1	1	0	0	1
Total Students Including Special Programs	98	78	83		259	261	260	258	260
<b>TOTAL 6-8 ENROLLMENT</b>	<b>627</b>	<b>547</b>	<b>591</b>		<b>1765</b>	<b>1767</b>	<b>1771</b>	<b>1767</b>	<b>1772</b>
Total Students Including Special Programs	628	548	593		1769	1771	1774	1770	1775
<b>High School</b>									
	9	10	11	12	Total	Total	Total	Total	Total
BCHS	310	276	269	269	1124	1130	1124	1129	1156
ACCESS		1	4	1	6	5	5	5	4
B-TECH			4	9	13	13	13	13	0
Comm/Voc Program				13	13	13	13	13	11
Destinations 9-12		2	2	1	5	5	5	5	5
Total Students Including Special Programs	310	279	279	293	1161	1166	1160	1165	1176
BEHS	294	262	236	215	1007	1006	1011	1015	1032
ACCESS			2	3	5	5	4	4	2
B-TECH			4	5	9	8	9	8	0
Comm/Voc Program				15	15	15	14	14	15
Destinations 9-12	3	2	3	1	9	8	7	7	7
Total Students Including Special Programs	297	264	245	239	1045	1042	1045	1048	1056
BPA	2	12	13	17	44	41	43	41	42
B-TECH					0	0	0	1	0
Total Students Including Special Programs	2	12	13	17	44	41	43	42	42
<b>TOTAL 9-12 ENROLLMENT</b>	<b>606</b>	<b>550</b>	<b>518</b>	<b>501</b>	<b>2175</b>	<b>2177</b>	<b>2175</b>	<b>2185</b>	<b>2230</b>

<b>Total Students Including Special Programs</b>	<b>609</b>	<b>555</b>	<b>537</b>	<b>549</b>		<b>2250</b>	<b>2249</b>	<b>2250</b>	<b>2255</b>	<b>2274</b>
<b>Special Education Program: Citywide</b>										
<b>Totals from numbers above</b>									<b>Total</b>	<b>Total</b>
<b>ACCESS</b>						<b>11</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>6</b>
<b>B-TECH</b>						<b>22</b>	<b>21</b>	<b>22</b>	<b>21</b>	<b>0</b>
<b>Comm/Voc Program</b>						<b>28</b>	<b>28</b>	<b>27</b>	<b>27</b>	<b>26</b>
<b>Destinations 9-12</b>						<b>14</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>Destinations 6-8</b>						<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Destinations K-5</b>						<b>15</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>15</b>
<b>PROP (reported to state)</b>						<b>123</b>	<b>124</b>	<b>123</b>	<b>119</b>	<b>118</b>
<b>Students attending magnet school programs or public school in districts other than BPS (Not reported by BPS)</b>						<b>258*</b>	<b>263*</b>	<b>272*</b>	<b>270*</b>	<b>297*</b>
<b>TOTAL DISTRICT ENROLLMENT</b>						<b>7,616</b>	<b>7,611</b>	<b>7,612</b>	<b>7,598</b>	<b>7,366</b>
<b>Elementary Class Size Guidelines</b>						<b>*Not included in District Enrollment Total.</b>				
<b>Kdg = 22</b>										
<b>Gr. 1 - 2 = 23</b>										
<b>Gr. 3 - 5 = 28</b>										